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ABSTRACT

The Mid-Career Teacher Education Study (MTES), funded by the New York State Department of Education to find ways of alleviating the teacher shortage, has developed an elementary teacher education program called Mid-Career Training for Partnership Teaching (MTPT), which recruits college educated housewives who want to help children participate in their own education. The program is planned for five semesters, at one-half time or nine college units per semester. At the end of the second semester students begin to take paid partnership and other part-time teaching positions when each student is ready and when positions become available in cooperating schools. Professional training consists of self-directed learning experiences aimed at the achievement of a behaviorally defined goal stated in a "goals paper" written before entry into the program. Students organize their learning experiences in weekly conferences with the program director, who has the authority and resources necessary to provide these experiences. Teachers receive New York State certification upon completion of the program. Future plans include a 30-minute documentary on the program to be ready in September 1970, an extensive evaluation of the program and its graduates, and the possible development of an MTPT school, using personnel already trained in the program. (RT)

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THE MTES TEACHER EDUCATION PROGRAM
Syracuse University
110 Roney Lane, Syracuse, New York 13210
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An Entry in the 1970 AACTE Distinguished Achievement Awards Competition

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Introduction

The Mid-Career Teacher Education Study[1] (MTES) has developed an elementary teacher education program designed to train MTES teachers to lead and support each child in setting and following his own educational direction. The program recruits college educated persons (all are housewives) who seem to have the sensitivity and strength to help children to take part in their own education, and who want this kind of an education for their own children.

The program requires a half-time commitment from each student. The first two (of five) semesters focus on helping each student to define, for herself, the problem of teaching and then to proceed to reflect on the answers that she formulates. Much of the time is spent by most students in observing and working with children in one of the four cooperating elementary schools--two inner city schools and two suburban schools. During the third semester or the beginning of the fourth semester, students take paid positions teaching children.[2] Thus the program follows its students out into the field for at least the first year of their teaching.

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[1] Robert E. Newman, Director; Richard E. Pearson, Associate Director

[2] Most of the teachers are teaching elementary classrooms on a "partnership" basis. Typically one teacher comes at 8:00 and leaves at 12:30 while her partner comes at 12:00 and leaves at 4:30.

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The official program is five half-time semesters, in length. Students who have fulfilled requirements receive the MA degree and permanent New York certification at the conclusion of the fifth semester. Much of the college instruction takes the form of small seminars and one-to-one work between the director and each student. Professors and other consultant teachers are called in when appropriate. There are no education courses or grades in the typical sense. The program is designed for 25-30 students working with the director for two and one-half years. Each student is responsible for a clear definition and written plan for her own teacher education. This includes an evaluation plan for her first year of teaching that is behaviorally defined, specifying the evidence she will collect to support her self-evaluation. At present the program is funded by the New York State Department of Education, Teachers Reserve Office.

What is the rationale behind this program? How does it work? The following description is meant to sketch the answer to these two questions:[1]

Description of the Program and its Rationale

We talk a great deal these days about relevance, about individual motivation, about self-directed learning, about individualization, about taking responsibility for one's own learning. But in order to move in this direction we have to ask this key question: To what extent is the elementary school child learning to make wise decisions about an education to develop his individuality?

Try this sometime: Go into a modern elementary school and ask a few children who know and trust you, this question: "Pretend that your're a first grade teacher who wants to help one child learn to read, who doesn't know anything about reading. What might you teach first? Then, what probably would you teach him next? Then what, probably, would the child need to learn after that? And so on.".

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[1] This description is adapted from an early draft manuscript of the article "An Elementary Education to Lead and Support Each Child in Setting and Following His Own Educational Direction," to be published in the winter edition of EVENT.

I have yet to find a child who can answer this question so that I know he has some sort of a working definition of the problem of learning to read. The best answers from children refer vagely to textbooks; a few children reason that learning the alphabet might be a good idea or that "knowing the sounds" is important. The point here, of course, is that no child with whom I have talked apparently has ever thought about this question seriously and in specific terms. He has never defined it for himself. Yet it is easy to see that the subject and skill most emphasized in the elementary school years is learning to read. From this kind of evidence, I conclude, then, that the child basically has been a passive pupil over the years who, at his most successful, has found out what the teacher wanted him to do that day, or that week and proceeded to do it. Perhaps it was a dittoed paper to complete--"to fill in the blanks." Perhaps it was "six pages to read and answer questions." Perhaps it was an outline to make from a selection he was instructed to choose.

Next, the child might proceed through high school and perhaps through college. Yet, the basic process goes on. The "successful" child becomes more and more skillful in doing two things. First, in finding out precisely what exercise or learning task the teacher wants him to do; and second, in doing it.

Then, many of us lament over college students and youngsters who appear to be deelply concerned about the problems of today's world but who seem to be turning to one cliche answer after another for solution. Perhaps too, we lament over some of their parents who follow the same track; grownups who rally behind one slogan or another, supplied to them by the image makers and continually simplified further by quick exposure on the mass media. The path of intelligence is to be able to ask the right questions; the questions that take in the specific nature of the problem, the way that this particular problem differs from similar problems--not so much how it is like similar ones. It is much more difficult (and important) to understand why, for example, children in inner city schools are failing to learn to read in the first few years of schooling than it is to debate at length possible solutions--the merits of programmed learning, look-say phonics, tough discipline in classes, the parents' role. We seem to have sufficient time to debate the solutions but do not take time and cannot handle the difficulties of analysis and specific understanding of the problem itself. At best we work out clear understandings of what we're against--the result of the problem--and then begin to choose between simplistically formulated "answers" without really dealing with the real issues or causes.

I see a clear beginning of this behavior in the elementary school. In our attempt to help children develop their individuality and intelligent problem-solving ability, the most that we encourage them to do, typically, is to "choose" between various courses of action, between being in the poetry writing group or in the library research group. (In college the most we do is to ask them to choose courses.) But, for example, do we ever help each elementary school child to analyze his own strengths and weaknesses in reading, writing, spelling, and his ability to use these skills creatively or in study? Does he know what he should do, now, in order to be able to read those good books his teacher reads to the class? Does he have a reasonably clear understanding of what he needs to do to learn, so that he can use an encyclopedia effectively? Does he know the kinds of learning activities that best suit his temperament--things to do to learn what he needs and wants to learn thoroughly and quickly? (Does his teacher know these things--a variety of ways to learn specific knowledge or skill?) This kind of skill and ability in analyzing important problems that are complex and involve the child is what we, as teachers and parents, should be expecting from our elementary schools. Also we should expect that children would be supported in learning how to decide on courses of action based on their analyses and definitions of the particular problems they are working to solve. Finally, children need practice in completing the cycle--in checking back to their definitions of the problems to see to what extent they are moving ahead toward solutions and/or to what extent they need to modify the definitions of the problems or to change the methods or materials used in their attempts at solution. They ought to learn this kind of problem solving by applying it to their own education. For example, each child needs to be helped to understand what is involved in learning to read, to write, to spell, to compute, to solve problems in mathematics, to cope with the social demands of group life at school while maintaining a responsible individuality. Then, out of this knowledge the child should be supported and encouraged to assess his own strengths and ideosyncratic style--"where he is" in terms of the particular learning that is involved. Finally, he should be supported in taking the needed next steps in learning and then checking his progress.

How might we train teachers who can and will help children learn to help themselves solve their own continuing educational problems? The Mid-Career Teacher Education Study[1] teacher education program at Syracuse University was designed to try to do this. In the MTES teacher education program, prospective teachers study the problem of a schooling which leads and supports each student in setting and following his own educational direction. They are helped to define the problem by trying this kind of education for themselves. Then, as an illustration of some of the basic issues involved, their teacher education program plan was designed around the same set of principles that might be used, someday, to design elementary schooling which was created to help individual children to define and solve their own educational problems. In the rest of this article, then, I shall try to explain the principles of such an elementary education and how the Mid-Career Teacher Education Study program illustrates the same principles.

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[1] The MTES is sponsored by the Syracuse University School of Education in cooperation with University College and is supported by the Teachers Reserve Office of the New York State Department of Education. Robert E. Newman is the director, Richard E. Pearson, the associate director.

In an elementary school where children learn to make wise choices about their own education each child would be helped to understand and define for himself what the tasks of learning are and what sort of sequence or learning mode best fits himself. He would be helped to assess himself in terms of the learning tasks that he had to do. He would be supported in planning the specifics of his own program so that increasingly he would be making decisions that fitted his goals and present status plus the various alternatives and resources available for his learning.

Mirroring this elementary school self-directed learning for children, in the MTES teacher education program each prospective teacher takes responsibility for her own goal setting, planning her program, execution of the plan, and finally assessing herself on the job with children, in terms of her specific goals. There are no "courses" in the typical sense. Carefully selected students[1] study the schools, children, and various education reform ideas and plans. After about a year of half-time study and work with children, the MTES student is required to come up with a goal description of the teacher she wants to be.

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1. This group of students was selected from applicants who were college educated housewives. Because of "partnership" teaching placement (where two half-time teachers occupy one full time position) and half-time study and training programs, women with continuing family responsibilities could be selected.

This description grows through many drafts, from the first weeks of the program. The goal has to be defined in terms of the changes in children that she hopes to bring about as a result of her work as a teacher. This is, then, both the plan for her first teaching year and the basis for her later self-assessment when she finishes her first year as a teacher.

But in both such a teacher education program and an elementary schooling which helps children to work out their own courses of study and plan of assessment, the pupils and teacher education students need to learn the skills of independence as rapidly as possible. In the elementary school years I am referring in particular to skill in reading, writing, spelling, library research, mathematical computation and problem solving, and clarifying problems by careful and accurate perception and observation. In the teacher education program, some of the specific skills of independence are: efficient reading, critical thinking and discussion ability, clear perception of what goes on in schools, knowledge of personal biases and hangups which tend to block easy communication and understanding.

In the MTES teacher education program these skills of independence are taught by a series of lessons in "speed reading," dialectical discussion of literature, "sensitivity training," and in frequent one-to-one conferences where each student and the director analyze and attempt to clarify the student's observations, plans, and progress.

In addition to developing the skills of independence, schooling which helps students to solve their educational problems for themselves should provide teachers and students time for one-to-one work. Teachers and students need to learn how to tune in on one another so that teachers can and will listen to students and students will be able to understand and reflect on the help and information provided by the teacher.

This means that both in the teacher training program and the elementary school we must work continually for open, honest interpersonal communication between students, teachers, and supporting people such as principals.

This leads us to another principle of an education which brings the learner into the act. That is, that the teacher needs to follow the student over a long enough period in his education to allow the student to change and grow at the pace and in the mode that best fits him. In a child's elementary school education this might be provided by the multi-graded class (e.g., thirty first, second and third graders with one teacher) in which the teacher works with a given child for three years ("graduating" one third of her class each year and adding a new third each year). Ideally, the teacher is expected to follow the development of each child in a multigraded class over a long enough period of time to enable the child to pursue unique learning experiences and yet not be "forgotten" in the complexity and rush of school. This is clearly meant to imply that one teacher will take the responsibility for the learning of a certain number of individual children and will be able to explain at any time what a child has accomplished, what he needs to accomplish, why he has accomplished as much as he has and why he apparently has not accomplished more.

In the MTES teacher education program, the director takes this responsibility. He follows each student for two and one-half years. In addition, the individual conference every two or three weeks brings the student and director to a point of taking stock, probing ideas and supporting the student while she develops her plans. Also each student turns in a weekly log sheet which details her activities and reactions. The log sheet communication frees the conference-time for more than reporting--for defining and clarifying problems and assessing progress.

In order to help students carry out the variety of things that emerge from individual goal setting and planning, the director of the MTES program has authority with a minimum of constraints. Also, he has resources and enough money to provide at least the most important experiences needed by each student. The MTES director draws from the expertise at the University and beyond, because of a budget for consultants--teachers and authorities in various fields who can work with an individual student to assist her in defining carefully her goals and in pursuing answers to her questions. The director himself must be a person who can help the student whose questions vary from the specific, how to teach children to print the lower case "g," to wide focus concerns like why is it that big city school systems don't seem to be able to innovate purposefully?

Here, again, the MTES director's relatively unfettered authority and resources are a clear analogy to the role of an elementary school teacher who supports the individual pupil in learning how to take responsibility increasingly for his own learning. If the elementary teacher is to help the pupil to define his own goals, and increasingly take responsibility for his continual progress she needs substantial authority. The well trained teacher should be able to make her own decisions about how to teach and what material to use--so long as she evaluates continually, holds herself accountable for the progress of each child. Then too, the teacher needs to have the materials, equipment, and other resources available to do this. Instead of one set of reading textbooks, for example, the teacher should have several reading curricula available, one that is programmed in booklets for self-directed learning, one that relies heavily on phonics, another that depends more on acquisition of sight vocabulary, and so on.

In addition, she needs to have various learning aids and equipment for self-instruction so that she is freed towork with individual children and not tied to tutoring all children who need specific help. Finally, the teacher needs to understand her field. She needs to know what to suggest to a child who has difficulty understanding how to add numbers which are written in base five instead of the decimal base ten.

All of this means, that it requires management and leadership ability to teach and direct an educational program based on these principles. It requires an elementary teacher and a college director who will listen to students, who easily take the role of "enabler." But it also requires a teacher or director who can take firm hold in working with groups and, at times, with individuals--so that students are freed to think and act for themselves, unhampered with too much confusion and inconsistent leadership.

And then, we come to the final principle of self-directed learning. That is, that the learner has to be helped to be a good manager of himself. He has to be able to manage his time himself with decreasing need for direction from his teacher. This is something that both the elementary school pupil and the MTES student have to learn. And learning it, is usually a process that takes time. For the MTES student, this means not trying to absorb and understand everything right now. This seems the most difficult problem to the entering MTES student. Planning and executing your own course of study often means a tremendously involved student. This motivation can lead the MTES student to neglect her family. (But I suspect that any real neglect is compensated for in most cases by a new vitality and increased capacity that many of the women say that they feel.) A fifth grader, too, has to learn to discipline himself more and more. He needs to be able to use a dictionary with facility if he is to write communicatively. That means that enjoying wide reading and the fun of writing stories isn't all there is to learning the craft of writing--one has to pause and master the pre-requisites. One has to set self-imposed deadlines. And inevitably both children and adults come to the inescapable conclusion periodically: "I have to get organized."

* * * * *

So, in the MTES teacher education program we have attempted to help each prospective teacher study the problem of self-examined education by going through the process for herself. In so doing we have defined the principles of an education which will support each elementary school child in setting and following his own educational directions and attempted to build these principles into the teacher training program. Our ultimate goal is to educate students in the schools who won't only ask "What does the teacher want?" but will also continuously ask "Where do I want to go?" "What precisely do I need to do to get where I want to go? and finally, "To what extent am I getting there?"

Assessment and Dissemination

It is clear that the students in the program tend to be enthusiastic about their teacher education program. Typically they report that they are working harder than they probably would be working in the usual teacher education program. At this point most of the students have completed two months of their first year as a paid teacher. In almost every case they are using an approach to teaching that is based on diagnosis of the individual child's strengths and weaknesses. Attrition has been light. Thirty four students entered at the beginning of the first or second semester. Twenty eight are now completing their fourth and fifth semesters. (The reader is referred to pp. 43-60 of the attached report for specifics about the assessment design and data collected so far.)

By September, 1970, a thirty minute documentary film describing the program will be ready for distribution. The film focuses on two MTES students as they are supported in thinking through and carrying out their own education to become the elementary teacher each would want for her own children. In addition to the film (which will be commercially available through Syracuse University's Films) a comprehensive "blueprint" of the program and how it functions will be available to teacher educators who wish to study the program further.

Supporting Material

The yellow and white pages from this point onward describe the program in detail. This section is taken from the MTES second annual report to the Teachers Reserve Office, New York State Department of Education, entitled "The Mid-Career Teacher Education Study: Its First Two Years." The table of contents for this section is below:

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Why are there yellow pages throughout this report?

The yellow sheets contain material that has not been previously reported to the Teachers Reserve Office. The other material in this report was adapted from other reports to serve as a context.

What is the purpose of this report?

Thus, the report's first purpose is to provide an up-to-date account of the Mid-Career Teacher Education Study in one volume.

What is in this Report?

In this report to the Teachers Reserve Office the Directors of Mid-Career Teacher Education Study (MTES) sketch the events and their significance, which make up the first two years of the Mid-Career Teacher Education Study at Syracuse University. An effort has been made throughout the Report to keep the abstraction level low enough to say something specific, as well as general summaries and theoretical interpretations. For example, much of the report deals with the specifics of what actually took place during the first three semesters (of five semesters) of the MTES prototype Mid-Career Training for Partnership Teaching Program. This includes details about recruitment and selection, anecdotal description of what took place during the semesters, actual samples of the students' weekly logs or running diaries, sample statements of students' goals and plans for teacher education, drawn up by individual students in cooperation with the Di ector, and other samples of material from the actual program--all submitted in an effort to give the reader a clear perception about what actually went on in this different type of training program designed for mid-career persons (with continuing part-time home responsibilities) who were selected because they seemed, as a group, to be people who would develop into the kinds of teachers most parents hope that their children will encounter.

In the concluding sections of the report the assessment design is explained. At the conclusion of the three-year study the assessment data will be summarized and interpreted. The final report will be written so as to explain the prototype Program to teacher educators who are considering the advantages of this type of Program if carried out at their own training institutions. The final report will be accompanied by a thirty to forty minute professionally produced documentary film which is being made with audiences such as the League of Women Voters and Boards of Education, in mind. It is hoped, therefore, that if the prototype Mid-Career Training for Partnership Teaching Program proves to be an excellent answer to the problem of training and bringing fine elementary teachers, who otherwise would not teach, into our schools, the descriptive detail and the recruitment media will be available to set up similar programs at other places in the state and the nation.

What do the students being trained say about their training in the prototype Mid-Career Training for Partnership Teaching Program?

At the conclusion of the first semester each student was asked to answer the question "Suppose a friend who was interested in participating in a repeat of the MTPT asked you to evaluate the program for her. What would you tell her?" Two of the replies to this question appear below. (All of the replies from the students constitute Appendix XII in the first annual report, June 26, 1968.)

Reply Number 18:

Do it.

I would tell her to consider if she seriously wants to teach children or she just wants something to do. If it is the latter, forget this program. Since the program is more self-directed than any I have seen, she has to do a lot of work by herself. This one fact can be very disconcerting. The absence of external pressure is marvelous, but the internal pressure is greater than in the standard type of program. One wants to do well just for the pleasure of doing something well.

Reply Number 20:

My first remark to all who have asked me, "How do you like it?" is "It's terrific!" This is trite but never seems to fail to get out his or her next remark, "Really? - What's it like?" Then I'm off - I always have to start with "It's not like the regular programs now offered for teacher certification" - This one statement is enough to create a genuine interest on the part of the listener - I tell her that we do not attend regular courses as such, but attend class twice a week to cover information our professor feels essential to our competence as teachers - That we have covered many areas at a highly concentrated pace - mentioning the Jr. Great Books course, Speed reading, Lang. Arts - and that we are to receive more such things as needed, such as guidance from the math department and seminars in science and history - We have individual conferences from our advisor constantly to help clarify our aims and weaknesses. We are doing try-out teaching from the beginning with 3 different schools, with help from staff - The whole philosophy of the program is teaching the individual child and we would like to take emphasis off "memorization of facts" - I also mention the partnership idea - At this point the gal is asking "Are there any openings?" and I say "No..."

* * * * *

At the conclusion of the third semester (June, 1969) the students were again asked to evaluate the Program -- this time by questionnaire. Responses to the questionnaire suggested; that again, students evaluated the Program extremely positively, generally; students felt very strongly that success in the Program depended upon students' development of their own goals and not upon one's skill in "playing academic games"; that the Program was an extremely involving experience for the participants and personally rewarding; that the relationships between students and between each student and the staff were particularly meaningful; that the coursework (such as the math course) contains some irrelevancies, but on the whole was meeting the needs of the students.

The questionnaire with the record of students' responses is included as Appendix X. An expansion of the above summary appears on p. 53 of this report.

What is the Mid-Career Teacher Education Study?

Because of the critical teacher shortage in New York State, the Teachers Reserve Office was established by the State Education Department. The Teachers Reserve seeks not only to increase the number of qualified teachers but to add to the number of particularly outstanding professionals and paraprofessionals in the schools. The Mid-Career Teacher Education Study (MTES) was funded as an inquiry into the problem of (1) bringing into teaching, people from a pool of talent heretofore not considered (housewives with demanding home responsibilities) but also (2) training these people so as to increase materially the number of teachers who can and will go the extra mile--will develop and support children's individuality. Thus, if it is successful, the MTES will develop a prototype teacher education program that is particualrly suited to well-educated housewives who want to help children in their communities take school seriously as a chance to accomplish something that each child sees as worthwhile--the satisfaction to him of being increasingly a self-directed person capable of making intelligent decisions within the options our open society offers, with well learned skill, and in ways that extend his strengths and understandings.

In recruiting for this prototype program, the MTES staff found a group of women from those who applied, who seemed to be serious about wanting to provide this kind of an education for children--the kind of an education that all appeared to want for their own children. Thirty-two women were selected who had the necessary pre-requisite education and sensitivities. Their backgrounds ranged from a microbiologist who had founded and headed a research laboratory, to people who had never worked for pay as an adult. The following is a composite picture drawn to summarize the average woman in the group:

> She is a 37 year old Syracuse University Liberal Arts graduate who is married to a professional man. They have three children, have lived in Syracuse or its suburbs for 12 years, and do not have any present plans for moving. She quit her job to have a baby, has not resumed working but contributes many hours of volunteer help in the community. She has gained considerable informal teaching experience with children through scouting or Sunday school.

(See appendix I for a profile of the characteristics of the women.)

The prototype program was called Mid-Career Training for Partnership Teaching (MTPT).[1] It is planned for five semesters, at one-half time or nine college units per semester. At the end of the second semester (Jan. 15, 1969) students will begin to take paid partnership and other part-time teaching positions[2] when each student is ready and when positions become available in cooperating schools and elsewhere. Therefore, during at least two of the five semesters it is expected that each student will be a supervised intern teacher, teaching in a paid part-time position.

Along with training teachers to teach the basic school curriculum well, the central focus of the MTPT Program is to help teachers learn to help youngsters to be increasingly self-directed in their learning of these skills, abilities, and knowledge. The goal is to nurture an adult American who not only is capable of taking responsibility for his continuing education in his rapidly changing world, but also derives satisfaction from the process so that he will want to continue learning. This adult would feel a yen for discovery--a curiosity which was sharpened and excited, not subdued in his elementary school years. He would have experience in understanding and perhaps analyzing critically his own personal needs balanced with the needs of his society, and how specific learning does or does not fit in with these personal aims and the group needs. He would be able to size up a learning task and proceed independently or would be able to seek out the specific help he might need from others. This implies that he would be able to use the tools of independent inquiry, with facility. These would include using a library, analyzing and defining a problem for research (asking the right questions), reading efficiently, drawing clear logical inferences, thinking with and interpreting language sensitively so as to facilitate clarity of his perception and his communication, and then expressing himself clearly and honestly.

Therefore, along with helping teachers learn specific techniques for teaching the familiar categories of skills, abilities, and knowledge, the Mid-Career Training for Partnership Teaching (MTPT) Program is designed to prepare teachers for coping with the problem of how to help children grow to be adults who effectively take responsibility for their continuing education; it is centered on this problem. The two and one-half year, half-time MTPT training program is designed as a laboratory for assisting students in exploring and clarifying the problem of self-direction and independent learning for themselves and then learning to use background knowledge, methods, materials, and procedures which they conclude are necessary in implementing an effective classroom program. In short, they are to be guided in exploring and clarifying the problem of helping one to take responsibility increasingly, for his own learning, by trying it themselves.

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1. This prototype program was designed after the staff had deliberated from September to November 15 and was influenced by the experience of the Directors who conducted The Institute for Teacher Re-entry in cooperation with the Center for Continuing Education of Women at University college. It was funded by the Teachers Reserve and held in Spring, 1967. The six week institute enrolled 30 women who held valid elementary teaching credentials and desired to teach as partnership teachers.

2. Partnership teaching is an arrangement whereby two half-time teachers occupy one full-time position thus enabling persons with continuing family responsibilities to teach part-time.

What took place during the first semester of the prototype Mid-Career Training for Partnership Teaching Program?

How did they do it during the first semester of MTPT which closed in June, 1968? First, they met with the staff and Dr. Earle Flatt, Teachers Reserve Administrator, for an introductory session. At this time it was explained again that each student's training program would be tailored to the student but that the tailoring was going to be a joint job with primary responsibility resting with the student and with the Director having varying degrees of involvement depending upon the needs for support or assistance shown by each student. Assuming that a student had thought through and explored carefully her aims, the staff intended to facilitate each student's aims to the limit of its resources, knowledge, and creativity. The Director described his and the staff's biases about teaching and learning, but it was emphasized that each student should feel free to prepare herself to take any moral approach to teaching so long as her intentions resulted from a careful consideration of alternatives, a realistic understanding of classroom teaching, her own strengths and weaknesses, and what she wanted to do with children. In sum, the Director tried to make it perfectly clear that what he "wanted" was that each student move significantly toward self-directed learning, not that the students try to mirror his or the staff's philosophy of education for children. He was confident that his philosophy of education would be illustrated in the training program itself and therefore if the students chose some or all of the educational principles he espoused it would be because they had tried them and explored them in the context of the program--had tested them for themselves.

After this introductory session the program did not resume for the students, as a group, for over a week. During this time testing and other business were carried out but the primary job of each student was to write a "Goals Paper." She was asked to write about the kind of a teacher she, at that time, thought she would like to be, why she felt that way, and how she thought that the MTPT Program might help her. It was explained that the staff knew that many of the students had not thought through this question but that this paper was needed for these three purposes: (1) to get to know each student better; (2) to establish a base-line with which to compare the second goals paper which the student would write at the end of the semester--after thinking through and exploring the problem much more thoroughly; and (3) as official records for certification.[1] The students were asked to write the papers and schedule individual conferences during the free week to go over the papers with the Director or the Teaching Supervisor.[2] Prior to each conference the Director and the Teaching Supervisor discussed each paper (which had been turned in the day before). These staff perusals of the paper sought to establish to what extent each paper was communicative--where the person might become more explicit, explain cliches, and in other ways help the reader know precisely what the student meant. Then in the conference the staff member discussed the paper with the student point by point, asking the person to expand and discuss more, what she had written. The aim here was to try to

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1. See Appendix VI for description of how Goals Paper fits in with suggested certification plan.

2. Mrs. Marcia Mintz

establish meaning at the level of the student's deepest understanding. This, then, was "where she was." After the conferences, the students wrote final drafts of their papers and turned them in to be filed and later compared with the next "goals paper" which would be written at the end of the first semester.[1]

For the rest of the first month the students met with consultants and instructors to refresh and teach the mid-career women students some key skills for independent learning. The first skill training sessions were conducted by Mr. Edwin Moldof, Vice President of the Great Books Foundation. His series, entitled "The Dynamics of Group Discussion," sought to teach students how to read a selection of substance for the deepest possible meaning and how to discuss selections using the form of logical dialectics developed by the Great Books Foundation for more than a decade. As part of this instruction, the students were taught how to lead such discussions with groups of children. More than ten students organized groups of children and began conducting "Junior Great Books Groups." This was followed by Dr. Frank Greene, Director of the University's Reading Clinic, whose series was designed to teach students how to read efficiently, skimming and scanning until they had "mapped" a selection in terms of what was in it that they wanted to learn and then how to "zero in" efficiently on those selections that they wanted to read.

Following those two courses the students began circulating the first "round" of eleven different books dealing with education (three copies of each, making thirty-three copies circulating). The rules were that each person had to bring back the book she was reading at the next class session and pick another one, if she wished. The first few books taken were used as material to practice Dr. Greene's efficient reading methods. Dr. Greene insisted that many of the books could be "read" satisfyingly in one and one-half hours. From the reactions of the students, many did not agree with Dr. Greene but all seemed to have had a thorough exercise in seeing how much redundance in their books, they could eliminate as a time saver. In this way they decided to what extent they wanted to read the book more deeply at a later time. The books were primarily of the sort which would interest the students and were provocative. They were intended to start people asking questions, who might not have done so otherwise. Illustrative titles in the first "round" were: Becoming, by Gordon Allport, Children Who Hate, by Redl and Wineman, Summerhill, by A.S. Neill, Crisis in Black and White, by Charles Gilberman, and Death at an Early Age, by Jonathan Kozol. During the rest of the semester two more "rounds" of books were circulated. (Complete book lists are included as Appendix IV.)

During the first two or three weeks the Director had an individual conference with all the students whom he had not seen individually before. This began the periodic contact between the Director and each student.

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[1] See Appendix III for a sample set of Goals Papers showing difference between the beginning and end of the first semester.

Each student was encouraged to meet with the Director at least once every two weeks. The conferences were augmented by a log sheet turned in by each student each week. (See Appendix V for log sheet samples.) In this way the Director sought to keep close contact with the activities and the reactions of each student. And reactions came in. At no time during the first semester did the Director feel the lack of feedback and reactions from the group as a whole. This adequate feedback made it much easier to plan the activities, offer needed explanations, and in other ways maintain needed communication.

Honest interpersonal communication was an essential if this kind of a teacher training program were to succeed. To this end a series of ten sensitivity training group sessions were begun. These small group procedures were aimed at helping individuals become more effective in intra- and inter-personal communication.[1]

Sensitivity training was the third independent learning skill area to be opened during the first weeks of the program. The last area to be emphasized was General Semantics. S. I. Hayakawa's book, Language in Thought and Action was purchased by the students and read. Each student then reacted to the book via reaction sheets which were read and used as the basis for a two hour group discussion led by the Director. He hoped that in this way he could establish a vocabulary and some general concepts such as "extensionality" which could be reinforced through his one-to-one conferences and in other ways be useful in helping people perceive clearly and communicate precisely.

Toward the end of the first month the focus of the training program began to shift from these independent learning skill training classes to exploration of teaching and schools, in the field. (Class sessions at the University were cut back to two mornings per week allowing two half-days for field work and one morning or afternoon for sensitivity training.) First the students observed at Stonehedge School, a suburban elementary school of 42 classroom teachers, K-6. Mr. James A. Stonger, Vice Principal, a participating staff member of the MTES, coordinated these observations and later arranged for "try-out teaching" by the students. A student who elected to "try-out teach" observed the teacher teach the class for two or more sessions, then taught a similar lesson to a group which she had observed. The purpose here was to enable the student to explore her ability to handle children in groups.

Usually these "try-out" lessons were teaching reading groups with the standard basal reading procedures. This meant that instruction in teaching reading was given during the second month. In addition, students were taught how to administer an informal reading inventory (The Spache Diagnostic Reading Survey) plus analyze a child's specific strengths and weaknesses in reading. This concentrated instruction was reinforced in the majority of the students' cases by analyzing several children. Each MTPT student analyzed at least one child's reading. (A sample of the analysis form used is included as Appendix VI.) By these and other activities (such as tutoring) all the students were introduced to the teaching of reading and related language arts equivalent, at least, to the typical three unit college methods course. Also instrumental here was the series of eight 40 page pamphlets:

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[1] The sensitivity training was conducted by Mr. Edward Heck and Miss Verne Sugarman under the supervision of Dr. Richard Pearson.

The Language Arts of Individual Inquiry (Newman, Robert; Chicago: Science Research Associates, 1967). Each student purchased the set of pamphlets which had the following titles:

I. "The Language Arts of Individual Inquiry: An Introduction"
II. "Paperback Books: Using Paperbacks in the Classroom--Developing and Utilizing the School Paperback Bookshop"
III. "Helping Children to be on Their Own Quickly in Reading"
IV. "Moving Toward More Individualization in Reading Instruction"
V. "Teaching Research Skills and Expository Writing"
VI. "Understanding and Appreciating the Art and Craft of Fiction"
VII. "Teaching Effective Library and Reference Book Use"
VIII. "Can Reading be Taught in the Kindergarten? Should it be? If so How?"

In addition to this language arts methods and materials instruction, the students were introduced to individualization of reading instruction and the integration of children's literature, creative writing and independent library inquiry by Miss Eileen Tway, who was at that time an instructor at Wheelock College and on leave from The Laboratory Schools of the University of Chicago. (Miss Tway later joined the MTPT staff as a demonstration class teacher.) This was extended by a series of sessions at a nearby inner city school where the Director included the students in his step-by-step designing of an individualized reading plan in a multiage class (grades one, two, three). The teacher[1] frankly said, "I want to individualize the teaching of reading for my children. Teach me how to do it." Some of the teacher's training took place in front of the students at their college classroom, some took place in the basement of the school with all the students present. Some took place right in the classroom with the students as well as the children present. The goal, which was apparently met, was to include the students in the various stages of exploration, planning, and subsequent try-out that should take place when a teacher is planning and implementing a reading and related language arts program and fitting it to a particular classroom situation. For example, over half of the students analyzed the children's reading strengths and weaknesses and visited homes of the parents to discuss this with them and to discuss what the parents wanted from school for their children. Some of this background was then used to help determine the best possible plan for the children's learning. The Director decided to include the students in this experience largely because of the feedback received in the one-to-one conferences and the weekly individual student log sheets. Over and over students were asking, "How might one actually go about organizing to teach reading to a class of children and yet be flexible and responsibe to individual differences?

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[1] Mrs. Tobi Zimmerman

In the log sheets and conferences students also raised questions about materials that might be used with children who were at various stages and had specific weaknesses in reading. At this point it was apparent to the Director that students should be introduced to what the students christened "The Tool Shed." Here were stored the materials which were being purchased for the students with their $45 per semester "materials fee." These were diagnostic tests, hi-interest lo-vocabulary supplementary readers, programmed learning materials and other tools needed by teachers to meet individual differences in the basic skill areas. These materials would become a library from which the students might withdraw materials according to the needs of each student, when she taught. At the conclusion of the training program the materials are to be divided between the students, except for those materials which were purchased with State funds. Thus each student will leave the Program with tools needed to differentiate instruction--tools usually in short supply in the schools.

By mid-semester the focus again shifted, from field experiences in a suburban school setting to similar observation and participation in Seymour School, an inner city K-6 school. Mr. Jack Murray, Principal of Seymour School, is also a participating staff member of the MTPT. Because of Mr. Murray's involvement with MTPT, the City School District of Syracuse assigned to Mr. Murray's school a half-time acting vice-principal, thus freeing Mr. Murray to coordinate the experiences of the students in Seymour School. As with Mr. Stonger at Stonehedge School, Mr. Murray and the City School District entered into partnership with the MTPT because of this chance to hire MTPT teachers and also because they wanted to encourage the MTPT staff to use their schools to explore and introduce new curriculum ideas.

The experience at Seymour culminated with over half of the students tutoring a child or teaching a group for at least six one-hour sessions. The tutoring was tied to a weekly seminar conducted by the Director and Mr. Murray at Seymour. This seminar dealt with specific problems which grew from the tutoring as well as quite intense (at times) discussion about events that were taking place in the school. For example, the facts concerning a hot tempered sixth grade girl's hitting a substitute teacher who had apparently maligned the child were aired and discussed with the principal's usual frankness with the students. (The substitute teacher's angry letter to the editor of the local paper, published the night before the MTPT seminar at Seymour, had made this case dinner table conversation all over town.) At times such as this the students began to understand at the feeling level the struggle a good inner city school principal must go through when he tries to (1) encourage teachers to help children learn responsibility within a context of classroom flexibility and appropriate pupil freedom, (2) support teachers from undue pressures from children and parents, while (3) trying to communicate openly and actively with parents, and (4) doing all this within a tension-filled atmosphere caused by factors such as community racial tensions and a largely middle class oriented curriculum. Here at Seymour School, as in other cases where MTPT students were involved in field work, they were where the action was.

All of these experiences, in the field, in the college classroom, in reading, in discussion, in sensitivity training sessions, in one-to-one conferences with the Director, and in blocks of time allotted for informal contact among students, were intended to culminate in each student's

"Goal and Planning Paper." Increasingly the one-to-one conferences between the Director and each student were focused on the problem of further exploring, clarifying, and narrowing the questions, "What particular effect or effects would I like to have on children in my classes?" "What should I do next semester and beyond to prepare myself to meet my particular aims as well as prepare myself to be well prepared generally, for elementary teaching?" and "How might I assess to what extent I am reaching my aims while in the MTPT Program?" Often, especially during mid-semester, a student and the Director might conclude that she (the student) lacked a particular experience (such as teaching a certain grade level class) and this usually could be arranged at one of the cooperating schools; or she should read certain books (such as How Children Fail, by John Holt); or she should talk with other students who were thinking through the same sorts of things (such as how to help those quiet children who sometimes passively let the teachers mold them into conforming beings that some teachers seem to like but who don't get help at school in becoming more and more of a strong unique individual). Sometimes students would take home the tape recordings made of a particular one-to-one conference with the Director, to listen again to the discussion in order to clarify certain points. These tapes, incidentally, were of considerable value to the Director. When he listened to all or part of the tape recording record made from the first conference with a particular student he often would understand much that he did not perceive during the conferences. Listening to tapes also was good training for the Director. For example he found that he often talked too much during the conferences. This was painfully audible when he listened back over a series of conferences. Privacy for students was insured by a policy which maintained that students were free to listen to their tapes at any time and could erase any portion of the tapes if they chose. Their only obligation was to tell the Director about the part erased as these were his only records of the conferences. If he chose to, he then could make a note about the part erased. In this way the sequence on the tapes would be preserved.[1]

Feedback to the Director from conferences with students and weekly logs, helped define training needs of individuals and show up certain needs that were common to groups of students. To plan to meet these needs in September and beyond, general planning sessions were held with students.

One such general need appeared to be learning "new math" content and methods. Early in the semester about half of the students clearly signified that they were anxious about mathematics. Dr. John Wilson, Supervisor of the University's Arithmetic Clinic was invited in for a morning. After his presentation on the "new math," the Director, Dr. Wilson and the students talked about the best way to proceed to learn needed content and methods. It was decided that each student would buy the National Council of Teachers of Mathematics text, Topics in Mathematics for Elementary School Teachers,[2] read it and do the self correcting exercises in it. There was some delay in receiving the books, however, and almost all of the students were imposing a heavy load on themselves, as it was, so at a later planning session with Dr. Wilson the group decided that the MTPT would set up a series of seminars in the Fall Semester, first to help students through the text (to learn "new math" content) and then to learn math methods. As a part of this decision-making process the group took a specially prepared test (used by Dr. Wilson in his mathematics content for teachers, classes) which was based on the NCTM book. Each student then assessed her knowledge as shown by the test scores. She now had base line data to use for comparison when she finished the text and again took the test.

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[1] The Director found it convenient to listen to tapes when he drove in his car on business trips. Thus a considerable amount of time was spent listening to tapes but this did not consume an undue amount of time that had to be devoted to other matters.

[2] Twenty Ninth Yearbook, (Washington, D.D.: NCTM, 1944).

Also planned with the group was a special laboratory class and seminar which would be set up at Seymour School during the 1968-69 school year. It became apparent to the Director that about half of the MTPT students were thinking seeiously about teaching at Seymour School (where many did serious observation) or another inner city school. During this semester the Koerner Report appeared, Martin Luther King was shot, and for other reasons, many students who previously had not seriously considered teaching in the inner city were becoming interested in the problem of education in the inner city. The Director and Mr. Murray, Seymour's Principal and PTPT staff member, had concluded that truly effective training to teach at Seymour would necessitate considerable involvement with the children and the neighborhood; it would also necessitate a good deal of exploration of new methods and materials to make more functional the school curriculum which was, in too many instances, not particularly suited to the inner city child but was better suited to the middle class child.

How to carry out this training for the considerable number of students who might like to teach in the inner city was a problem which came up in many one-to-one conferences with interested students. Finally in one conference the idea of the MTPT taking over a class of Seymour children during the 1968-69 school year was born. This led to conferences with Mr. Murray and Mr. Murray's conferences with District authorities. Subsequently interested students met with the Director and Mr. Murray to discuss the possibility which, by that time, had been cleared with the District officials. After two planning sessions (with a week between to discuss it among the students, between Mr. Murray and the Director, and in one-to-one conferences with the Director) the final plan evolved. This was a plan which was designed to meet the needs of each of some sixteen to eighteen students and which should be feasible.

The Seymour Plan: Starting when public school begins on September 5th, the MTPT was to have responsibility for one "lab class" of children at Seymour School. It was to be a heterogeneously grouped third grade class. Arrangements were worked out so that MTPT students in partnerships, would teach the children in staggered shifts so that each MTPT student would spend a minimum of two half-days plus incidental times at Seymour and in the Seymour neighborhood. A policy was formulated whereby a student might decide to leave the lab class staff during the first two months but if she decided that she wanted to stay after that time she and Mr. Murray would discuss the possibilities of employment so that by Christmas she would know realistically what her chances were of being employed at Seymour in September '69 or before. Much discussion and planning surrounded the problem of insuring that children would have at least as good a year as they would have had normally. The principal problem concerned planning to help children be secure in this situation where so many adults would be working. Several safeguards were planned. One was that the Director would teach each morning for the first 30 minutes or so, thus greeting the pupils, and planning the day with them and the MTPT students with whom the pupils would be working. It was generally agreed that the probability was high that children would have one of the best years in their school careers because of the arrangements that were planned. Incidentally, it finally evolved that the City School District would assign a half-time teacher to take the class when, for example, the MTPT students had to meet at the University, and to help in other ways. The District was to pay the second half-time salary to the MTPT. These funds were to be used to buy new types of materials and special supplies needed by the teachers who chose to stay at Seymour or to teach at other inner city schools, and would become the property of the students who stayed with the laboratory class project.

The Seymour lab class experience was to be described to all interested MTPT students, teachers at Seymour, and other interested people in a seminar to be held at Seymour every other week during the '68-'69 school year. On alternate weeks most of the MTPT students wanted to set up a seminar at Stonehedge school where another lab class was being formed to meet the expressed needs of almost all of the MTPT students.

The Stonehedge Plan: The lab class at Stonehedge would not involve MTPT students teaching. It would be a demonstration class. Miss Eileen Tway from Chicago's Laboratory School would teach in the morning partnership position emphasizing an individualized language arts and related social studies and humanities program while Mr. Leon Greabell, a demonstration school teacher on leave from Cortland State College[1], was to teach the afternoon partnership. Students worked out plans with Miss Tway, Mr. Greabell[1], and Mr. Stonger, the Vice Principal of Stonehedge School[2], to write a day-by-day log of the happenings in the class--by covering it with sequenced observation periods handled by scheduled MTPT students.

The cooperatively written log was to be duplicated and distributed to all the MTPT students and teachers and others at Stonehedge. Then every two weeks MTPT students and others interested were to meet with Miss Tway for one and one-half hours and Mr. Greabell for a similar time to ask questions and discuss why things were being done as they were. In addition, some MTPT students would sit in, regularly, as observers, making case studies of certain children to show their change over the length of the lab class.

The lab class was scheduled to run until January 15th when two MTPT students were to take over as paid partnership teachers supervised by Miss Tway and Mr. Greabell who were also taking classes toward their doctorates at the University. Miss Tway and Mr. Greabell would also be available for supervising other students who begin their paid partnership teaching in January, 1969.

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1. Mr. Greabell was recommended by Dr. Wilson and others as not only outstanding as a teacher with children, but also as a person who could demonstrate mathematics teaching at its best (he has been a clinician at S. U.'s Arithmetic Clinic) and a person who can show the MTPT students how the AAAS science plan works in action.

2. Mr. Stonger and Stonehedge's Principal, Mrs. Marian Beauchamp, are both interested in the demonstration class as illustrating an alternative(continued)

In addition to the Seymour and Stonehedge lab classes, some students planned to continue to visit the lab class set up at Sumner School, as a teacher training demonstration, by the Director. Finally, other plans to meet common needs were drafted. Examples were: a short course in audio-visual materials and techniques, directed reading in social and psychological foundations of education, and training sessions on how to conduct case studies.

Along with these opportunities that were designed to meet the common needs expressed by many students, various elementary school class sessions were to be taught regularly by MTPT students at Stonehedge and at Cazenovia (Green Street School)[1] elementary schools. Twenty-four MTPT students wanted varied specific teaching experience. Several wanted to assess the reading strengths and weaknesses of each child in a class and then take the class once a week for about one and one-half hours in order to try individualized reading instruction directed to the particular needs shown by the analysis of each child's reading. One student wanted to be a student teacher in a class one day each week with a teacher who was known for her ability to teach second graders well with the basal readers. Several students wanted to teach science one day each week to their own class of fifth or sixth graders.

Other arrangements were planned to fit individual study programs planned by the Director and each student. One student wanted to explore the problem of non-violent methods of handling classroom disorders and wanted to work with an outstanding clinical psychologist who was helping schools deal with children who are violent in the classroom. Other students wanted to set up a seminar in American history and literature. Another student wanted to have one session each week with a good psychotherapist because she felt that if she were to meet her goal of helping children know themselves better, she should know herself better. Several people wished to work at the University's Arithmetic Clinic, probably during the Spring semester, 1969. Quite a group wished to go on with the Junior Great Books discussion group leadership. And on and on.

These arrangements and the accompanying rationale and planning were all spelled out in each student's Goal (and Planning) Paper. (Samples of these papers are included as Appendix II. and Appendix III.)

2. (continued from previous page)
which should produce some interesting dialogue among their staff and others connected with the school district. Both Mr. Stonger and Mrs. Beauchamp are concerned about helping children become increasingly more independent in their learning. This class is focused on this problem to a large extent.

[1] (this page) Mr. Robert Shumard, Principal. Cazenovia schools are cooperating with the MTPT. The involvement with Cazenovia's Green Street School is not as great as with Stonehedge and Seymour schools. Cazenovia's relationship with MTPT began much later than relationships which were established with the other two schools. In addition, Cazenovia is a considerable distance for many MTPT students to drive. Some students, however, live within twenty minutes of Cazenovia. The possibility of some of these students practice teaching and perhaps intern teaching at Cazenovia seemed to warrant a relationship with Cazenovia.

What took place during the second semester of the prototype Mid-Career Training for Partnership Teaching Program?

During the second semester of the MTPT, (Sept. 1, 1968 to Jan. 31, 1969), the main emphasis was on helping students continue with their individually planned programs. Therefore, in this section we shall summarize the particulars of the programs of students in an attempt to sketch the diversity and emphasis that evolved.

At the conclusion of the second semester (Jan. 1, 1969) students were asked to fill in questionnaires, list their learning activities, and the approximate amount of time involved with them. In addition, each student was asked to write how these activities fitted in with the plan of teacher education that she was following for herself. (See pp. 9-63 of the March 1, 1969, progress report for copies of all of the questionnaires.) The questionnaires and individual listings referred to some thirty-six major student learning activities undertaken during the semester. These were activities which involved groups of students. The following description of these learning activities is arranged in the same serial order that the names of the learning activities are positioned on the summary sheet which follows this description. Therefore, the reader may turn at this time to the summary sheet following page and turn back to these descriptions when he wishes an elaboration of the learning activities described on the summary sheets, or he might read over these descriptions and then turn to the summary sheets.

DESCRIPTION OF EACH CATEGORY ON THE SUMMARY SHEET (P. 19a)

1. Wilson "Background for Teaching of Modern Math" Course - This was the equivalent to a three unit course taught by Dr. John Wilson as "Elementary Education 209 Mathematics for the Elementary School Teacher". It was taught to the total MTPT class once each week for about an hour and a half. The text was the 29th Yearbook - National Council of Teachers of Mathematics, Topics in Mathematics for Elementary School Teachers. The students first ordered the texts and tried to go through them using Dr. Wilson as an on-call resource. This proved to be unsatisfactory for the majority of the students so it was agreed by all the students that Dr. Wilson would come regularly to teach a course. The course, however, was organized on the basis of the group's needs in that initially, each week the students would write reaction sheets to Dr. Wilson, giving him feedback as to the extent to which the course was answering their needs. After several weeks these reaction sheets gave way to Dr. Wilson's pursuit of the course in an orderly manner based on the initial feedback from the students.

At the conclusion of this course the MTPT students, as a group, were compared with undergraduates taking the same course in the University's regular teacher training program, and compared with graduate students taking the same course. The course was the "same" except that for the two regular classes, the instructor planned the content according to his judgement and his pre-determined course outline. In the MTPT course, the instructor lectured on the areas suggested by the students. The same test was given to the three groups. The researcher concluded that the differences that appeared were "minimal in terms of practical significance."[1]

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[1] Greabell, Leon; "A Comparison of Mathematical Competency Between Prospective Elementary School Teachers Utilizing a Student Goal Determined Approach to Study Mathematics and Prospective Elementary School Teachers Enrolled in an Instructor Goal Determined Course in Mathematics", an unpublished doctoral dissertation from Syracuse University, 1969.

2. Croton "Dynamics of Group Instruction" Course - This, again, was equivalent to a three unit course which was organized by three members of the School of Education to help teachers in inner-city schools deal with the problems of classroom control and organization. The course was given for three units of college credit. The MTPT students were invited either to take the course for credit or not for credit.

3. Tway-Greabell Seminars - Every other week on Thursdays from 10:30 until 2:30 the two MTPT laboratory teachers at Stonehedge School held seminars at that school. At these seminars the teachers elaborated on what they were doing in their classes and answered questions from the MTPT students who had been observing and those who came just for the seminar. One of the two laboratory teachers kept a weekly log sheet which she passed out to bring up-to-date anyone who had not observed that week. Mr. Greabell focused on the methods of teaching mathematics, in particular; Miss Tway emphasized the teaching of reading through the creative use of children's literature and other media appropriate for a self-directed program in creative writing and individualized reading.

4. Price "Inquiry Approach in Science", Workshop Sessions - Dr. Thomas Price, Assistant Professor, Education, at the University of North Carolina, conducted a two-day workshop in the inquiry approach to science during the semester. It was his intention to define this approach and demonstrate how children could be helped to ask the right questions and then proceed to develop their own answers. He demonstrated with the MTPT students using apparatus and making inquiries. A group of children from the Stonehedge lab class was brought in and Dr. Price conducted a demonstration class with these students. The culmination of this two-day workshop was a discussion of how to proceed from here, helped along with a detailed bibliography he supplied. During each afternoon, Dr. Price met with individuals who wanted to discuss his ideas further with him.

5. The McKnight AAAS Science Teaching Organizational Meetings - Dr. Betty McKnight from the Eastern Regional Institute for Education is conducting a workshop with nine of the MTPT students. At the time of writing this report, Dr. McKnight's seminar is getting underway. In this workshop each student teaches for two half-hour periods each week and then participates in a preparation and a feedback session with Dr. McKnight which takes about an hour and a half every other week. The workshop participants met with Dr. McKnight to make arrangements and to revise the rationale for the AAAS Science Program before beginning with the children.

6. Beginning Reading Seminar - About fourteen people in the program wanted some seminars on the specific problems of teaching beginners to read. Much of the work last semester had been with children who knew fifty or more basic sight words so the complete readiness problem was not explored to any extent. There were three two and one-half hour seminars in this sequence. The first seminar, conducted by Dr. Newman, laid out the rationale for readiness development, beginning instruction, and how to assess a child's readiness and beginning reading status. Each student was assigned one or more children from an inner-city class who were at the readiness or beginning level in reading. Some of the children were in the second or third grade but still were at the readiness level. Following this, for a three week period the students taught their children and collected data as to the readiness and beginning status in specific areas of the curriculum. The second seminar was

held by Dr. Margaret Lay of the Syracuse University School of Education. Dr. Lay conducted the second and third seminars devoted to the question of what should be done to teach particular children who show a certain profile on the initial readiness and beginning reading battery of tests. The beginning reading seminar covered a span of about seven weeks. During this time the participants tutored the children who originally were assigned to them.

7. Taught and Participated in Seymour Lab Class - About eighteen MTPT students were serious about teaching in an inner-city school. This initial group worked with the director in cooperatively teaching a third grade class at Seymour School, a school in a disadvantaged neighborhood of Syracuse. The third grade class was organized with the director as the head teacher and the MTPT students coming in on shifts. Each student had responsibility for four to six children. Typically the children were taught by each MTPT student twice each week. This class experience extended from September 1st to Christmas. Also involved were seminars and many night meetings concerned with analyzing particular children's learning problems, discussing problems in connection with classroom control and meetings devoted to running this class. A regular Seymour teacher taught the class for approximately one and a half days each week when the MTPT group had to be away for meetings and other activities. (At other times the regular teacher served as a counselor trainee in the school.) This class is described extensively, below (pp20-21).

8. Participated in Training Seymour Special Teachers and/or Junior High Reading Tutors - As part of a special grant received by Seymour School, four teachers were hired to work with children who were failing in the classrooms for normal children. In addition, some thirty tutors were recruited from local Junior High Schools. The director and six trainees from the MTPT were used to help train these people in initial diagnosis and subsequent teaching to remedy weaknesses uncovered.

9. Practice Taught How Many Sessions? - (Including Seymour, Sumner, Cazenovia) Quite a few of the MTPT students wanted to practice teach in various situations that could help them think through their plans for teacher training. Some worked in the Seymour lab class, some taught at some special classes set up at Cazenovia (see below) and many taught in different situations which were arranged by the staff of MTPT. Different and unique situations were arranged by cooperating principals and the MTPT staff in Stonehedge School. At Cazenovia, a group of students organized to teach various classes each Friday morning at the Green Street School. The school welcomed this as it gave them a chance to have some professional meetings between teachers who were relieved at this time. Much use of the videotape equipment was made as most of the teachers were concerned primarily with the question of classroom management, at this time. At the end of each Friday teaching session the MTPT students stayed for lunch and a seminar which ranged from one and a half to two hours. The seminars were alternately conducted by the director and the teaching supervisor.

10. Attended Pie-In-Sky Seminars - A group of four MTPT students were concerned about what they felt would be an undue amount of restriction given to them by the school principals and by the school districts' policies when they began to work. They felt that this was inhibiting their planning and were concerned about the problem as they saw it. The director organized these people in the group which met for three sessions of about an hour and

a half to two hours long. At the end of these sessions the four people no longer felt a general concern for the constraint but had worked their concerns to the point of many specific questions that each individual had--questions that probably could be answered and apparently would help them rather than hinder them in their planning.

11. Participated in Sensitivity Training - A group of about six MTPT students wanted to go on with the sensitivity training which was conducted for all, during the first semester of the program. They did this in weekly hour and a half sessions.

12. Observed How Many School Classroom Sessions? - As an on-going feature of each person's teacher training program, the need for observation in classes understandably diminished this semester but nevertheless quite a few people found it advantageous to continue some observations.

13. Tutored How Many Hours? - Several of the MTPT students continued tutoring children and got new students to tutor.

14. Observed Tway-Greabell Lab Class How Many Hours During Semester? - As described previously in this report, the MTPT in cooperation with the West Genesee School District installed two laboratory teachers as a partnership in a third grade classroom at Stonehedge School. The purpose of this class was to demonstrate to MTPT students and teachers and administrators in the district what a third grade self-contained heterogeneously grouped class might be like ideally, if the emphasis was on helping the children take responsibility for their own learning. The two teachers finished their work in the lab class Feb. 1st, when the class was taken over by two MTPT students who were hired as a partnership by the school district. The laboratory class teachers then were freed for support work and supervision of MTPT students in the field.

15. Taught (During Semester) Non-School Groups of Children How Many Hours? (Church, Scouts, Etc.) - Some of the MTPT students are involved in working with groups of children in non-school settings.

16. Spent How Many Hours (During Semester) Reading Books and Other Materials Related to Education? - Students, this semester, generally were concerned with the practical implications of their plans for teacher training. Therefore, far less reading was done this semester than last semester. However, the number of books read by certain individual students suggests that these students found reading important at this stage of their training as well.

17. Spent How Many Hours Conferring With Director During the Semester? - Each student was encouraged to have a conference with the director often. In addition to discussion of particular questions a student might have, these conferences gave the students and director a chance to discuss particular points that the student wished to bring up with the director. Each student had to turn in a log sheet each week which was intended to give the director a description of student's day-by-day activities. This freed the students and the director to use the conference time for exploring issues which grew out of the students' work.

18. Discussed Education-Related Concerns How Many Hours Each Week? - This category is intended to give some indication of how much time individual students spent in informal discussion with other students, the director, staff members, teachers, and others concerning education and other relevant issues which their work in the program was bringing to their attention. Much time was provided at weekly meetings of the class for students to have coffee and talk. It was assumed in the plan for MTPT that this discussion was essential in helping individual students clarify and gain perspective on what they were doing. In addition, this was a time to learn from one another.

19. Substituted How Many Days During Semester? - This category was meant to describe the work that individual students did in taking over classes for regular teachers who then were freed to involve themselves in other activities. It also includes the work of some students who were out as paid substitutes part of the time.

20. Attended Weekly MTPT Meeting-Seminar (Tuesday) - Each week of the semester the students met for a meeting on Tuesday mornings. At these sessions Dr. Wilson taught his class in mathematics. The remaining one and one-half hours was devoted to a weekly topic such as how to help children pick the right sources for research in the library, or how to help children with word attack problems in a reading program which allows each child to choose his own books for practice. Before these sessions, at coffee break time, and after these sessions the students had a time for informal talk. (See category number 18.) For one hour after the sessions each week some of the students who were teaching at the Seymour laboratory class met to discuss business and concerns pertaining to that activity.

21. Spent How Many Hours During Semester Composing and Writing Logs, Goals Papers, and Other Paper Work For Planning Self-Direction? - Each student was required to turn a log sheet in to the director each week. In this log the student would typically list the activities in which she was involved during the week, questions she had, and other concerns that she wished to bring to the attention of the director. (See Appendix V for examples.) In addition, each student had to write a goal paper at the conclusion of the semester giving her present status in terms of her last goal paper. This semester's goal papers were due March 1, 1969. (See Appendices II and III for samples of students' goals papers.)

22. Attended How Many Conferences with Tway, Greabell, or Other Part-Time Staff Members? - The two laboratory teachers, Miss Eileen Tway and Mr. Leon Greabell held conferences with individual students, luncheon meetings with groups, etc. In addition, the teaching supervisor, Mrs. Sharon Clark, held numerous discussions with students in the field.

23. Attended a College Course (Name: ______________________) - This category is intended to pick up any student who attended education-related course either as an auditor or for credit.

24. Attended How Many Informal Sessions Or Meetings With Other MTPT Students? (Eg. Sullivan taped lecture, Seymour planning, informal bull sessions, etc.) - From time to time students or staff would call together a group meeting to discuss concerns of mutual interest.

25. Spent Approximately How Many Hours Per Week on MTPT Program-Related Activities (Include time spent at home, driving, and away from home) - This category is a summary of the hours each student spent on activities concerned with the program.

SUMMARY SHEET

On the next page the reader will see the data which are summarizable. (For additional information the reader is referred to the follow-up page of each questionnaire at the end of this supplement,) which appears a pp. 9-64 in the "Supplement to the MTES First Annual Report, February 10, 1969.)

Summary Sheet
Please open out

A DESCRIPTION OF SOME OF THE TYPES AND AMOUNTS OF TIME SPENT IN STUDENT LEARNING ACTIVITIES DURING THE FALL 1968-69 SEMESTER OF MTPT
(September 1, 1968 to January 31, 1969)

	1. Attended Wilson "Background for teaching of Modern Math" course	2. Attended Croton "Dynamics of Group Instruction" course	3. Attended Tway-Greabell seminars	4. Attended Price "Inquiry Approach in Science" Workshop sessions	5. Attended AAAS Science Teaching organizational meetings	6. Attended Beginning Reading Seminar	7. Taught and participated in Seymour lab class	8. Participated in training Seymour special teachers and/or junior high reading tutors	9. Practice taught ___ class sessions (including Seymour, Sumner, Cazenovia, Stonehedge)	10. Attended Pie-in-Sky seminars	11. Participated in Sensitivity Training	12. Observed ___ school classroom sessions	13. Tutored ___ hours	14. Observed Tway-Greabell lab class ___ hours during semester	15. Taught (during semester) non-school groups of children ___ hours (church, scouts, etc.)	16. Spent ___ hours (during semester) reading books and other materials related to education	17. Spent ___ hours conferring with director during the semester	13. Discussed education-related concerns ___ hours each week	19. Substituted ___ days during semester
ALGIE	✓		✓	✓					15	✓		20		50		80	15	60	2
BAKER	✓		✓			✓	✓		75			16	10	15	6	200	10	12	
BONZEK	✓		✓	✓			✓	✓	64			12		3	300	200	20	5	
BRADWICK	✓	✓	✓	✓			✓		50			10		10	6	60	8	34	
BRENNAN	✓		✓	✓		✓			20			10	30	60		60	10	3	4
BROWN	✓	✓	✓	✓	✓		✓		20				2	22		8	2	1	
BURDICK	✓		✓	✓					11			3		36		300	3	8	16
CROOK	✓		✓	✓			✓		27			8		12	8	100	20	5	
CUSICK	✓	✓		✓			✓	✓	18			10				160	5	5	7
DAVISON	✓	✓	✓	✓	✓	✓	✓	✓	36		✓	15	10	30		200	10	10	
GOLDBERG	✓	✓	✓	✓	✓	✓			23			30	24	10	5	60	8	3	
GUISBOND	✓		✓	✓		✓	✓		40		✓	6		3		66	5	2	
HILL	✓	✓	✓		✓	✓	✓		22			10	1	10		50	8	2	5
KELLEY	✓		✓	✓		✓			30		✓			40		80	10	15	
KIRKPATRICK	✓	✓	✓	✓		✓	✓	✓	45			30	4	15	32	300	10	15	
LUKER	✓		✓	✓					16			5	10	284		63	6	12	4
MANES	✓	✓	✓	✓	✓	✓	✓		28	✓	✓	20	10	12	2	300	15	20	
MILLER	✓	✓	✓	✓	✓	✓	✓	✓	54	✓		10	10	12	86	225	15	20	
MURPHY, C.	✓		✓	✓		✓	✓		85			20		33		50	6	5	8
MURPHY, J.	✓		✓	✓	✓	✓			35			20			20	10	3	3	1
NETTLETON	✓		✓	✓					56	✓	✓	9	12	6		100	13	5	
NEVIN	✓		✓	✓	✓	✓			21		✓	27	6		45	176	6-8	8	1/2
OSTER	✓	✓	✓	✓	✓	✓	✓	✓	36			10		21	40	60	15	5	
PIA	✓	✓	✓	✓		✓			49	✓		20	10	2	5	100	4	10	
SNYDER	✓	✓	✓						2			30		25		85	9	10	
SWEEZEY	✓	✓	✓	✓		✓	✓		38		✓	25		46		200	20	14	
TIMMERMAN	✓		✓	✓	✓	✓	✓		30			12	2	35		120	5	2	2
TUSSING	✓	✓		✓		✓	✓		4			15	8			125	12	7	

17. Spent ___ hours conferring with director during the semester	13. Discussed education-related concerns ___ hours each week	19. Substituted ___ days during semester	20. Attended weekly MTPT meeting-seminar (Tuesday)	21. Spent ___ hours during semester composing and writing logs, goals papers, and other paper work for planning of self-direction	22. Attended ___ conferences with Tway-Greabell, or other part-time staff members	23. Attended a college course: (Name: ___)	24. Attended ___ informal sessions or meetings with other MTPT students (Eg. Sullivan taped lecture, Seymour planning, informal bull sessions, etc.)	25. Spent approx. ___ hours per week on MTPT Program related activities (include time spent at home, driving, and away from home)	26. Attended Audio-Visual Sessions	27. Participated in Great Books discussions and preparation meetings	28. Observed and participated in diagnosis at Reading Clinic	29. Attended AAAS classes at Jamesville-Dewitt Middle School	30. Made home visits	31. Helped other teachers diagnose reading difficulties with Reading Ability Analysis and Speche Test	32. Took children on field trips	33. Attended conferences with school principals	34. Taught Adult Education classes	35. Participated in Headstart Program	36. Participated in Huntington Pre-school planning meetings
15	60	2	✓	30	20		10	30						15	3				
10	12		✓	150	10		23	55											
20	5		✓	25	5		10	50											
8	34		✓	38	10		40	45					4		6	1	30	25	
10	3	4	✓	20	25		40	40											
2	1		✓	12			5	40	3										
3	8	16	✓	30		✓	9	50							2				
20	5		✓	40	12		3	30											
5	5	7	✓	25			30	30											
10	10		✓	30			20	50	3	6		3			10	3	40		2
8	3		✓	30	12		18	50	2							1			4
5	2		✓	30	2		3	30	3				1		3	3			
8	2	5	✓	66	2		5	32								1		160	2
10	15		✓	40	10		10	30						2	2				
10	15		✓	50			30	50											
6	12	4	✓	92	100		12	60											
15	20		✓	40			30	60	3	8		8	3		3	2			
15	20		✓	50	3		30	60	3	8	14	8	1	2	3	2			
6	5	8	✓	25			15	45											
3	3	1	✓	10	5			30	1										
13	5		✓	22		✓	8	30											
6-8	8	1/2	✓	42	10			43	8-9		3				3	1			
15	5		✓	40	12	✓	3	35	3	15	12	8	2		8	1	32		
4	10		✓	20	4	✓	4	50			28								
9	10		✓	50	7			40	3							2			15
20	14		✓	50			6	50-60	2						9	1			
5	2	2	✓	30	2		31	30		6		10	1		8	1			
12	7		✓	30	5		3	10	3					1		1			15

What took place during the third semester of the prototype Mid-Career Training for Partnership Teaching Program?

As can be seen on the preceeding fold-out, the second semester found students involved in a wide range of activities of a very practical nature--activities that helped most students focus on the how-to-do-it and the background necessary for teaching in the content areas. This practical involvement was best illustrated by the Seymour Laboratory class in which the Director and about sixteen students worked intensively, and the Stonehedge Laboratory Class with its related bi-weekly seminars.

Then during the third semester, as the academic year progressed, the emphasis seemed to change from group-centered activities such as the lab class projects to specific activities and arrangements each student began to make with her possible September job in mind. As soon as the laboratory classes were phased out (during January), six of the MTPT students took over as teachers in these classes (a partnership at Stonehedge and a partnership for each half-class room at Seymour.) Shortly after this another student began a paid partnership job at Sumner School and on May 1st another partnership began a paid teaching position at Sumner. One-by-one students began to be placed (for September positions) in the four co-operating schools (Stonehedge, Seymour, Cazenovia's Green Street School and Sumner). The procedures, discussions with principals, planning and other background work concerning placement took much of the director's time during this semester. (See discussion of placement developments on p. 28 below.) Much of this was very instructive in that it gave the director and each student an immediate and most vital issue as a basis for discussions concerning planning, goals, understanding of certain methods, (what really goes on in schools), etc, but because of the teacher surplus (due to projected layoffs and cutbacks in the region's schools) the process of placement produced quite a bit of tension too. A substantial amount of the director's time had to be spent in helping individual students and groups clarify their own ideas, plans, and to focus their attention on real issues rather than generalized anxiety that was apparently fed by the scarcity of job opportunities for teachers and especially MTPTers -- people who wanted to be part-time teachers.

And real issues for serious thought there were! One of these was the question of how each beginning teacher should begin to establish relationships with the class as a whole--to be seen as the leader of that group of children in that relatively crowded space called a classroom. As each of the beginning MTPT teachers took over in mid-year, (from January onward) usually from a teacher who was well liked by the children, the problem of establishing this leadership role and drawing upon their needed self-confidence and assertiveness became very real. But the other members of the Program then had a series of examples showing how their half dozen or so MTPT student colleagues were making it. One by one the MTPT teachers in the field began to gain control of their classrooms so that they could begin the kinds of programs that they had been training for. Most of the teachers wanted to individualize much of the curriculum and operate in such a way that children could be included in the decision-making, both as members of the classroom group and as individuals. This approach took real classroom management ability on the parts of the teachers. But, because of increasing MTPT teachers' success as the semester progressed, it became evident that this kind of teaching was possible even for beginning teachers, starting at mid-year and without the usual student teaching.

As is explained earlier in this report, the usual student teaching avenue was not encouraged although students set up their own apprentice experiences in a number of cases, but usually for a short time and usually concerning a single subject area or part of the day. The whole approach of the Program was to help each teacher develop her own style and relationships with children, not to fasten on the style and approach of an experienced teacher and use this. This meant that inevitably students had to struggle at first, coming to grips with the earthy problems of earning the respect of the children.

In the case of those students choosing inner city teaching, these earthy problems were real challenges. The Seymour Laboratory class seemed to be extremely helpful to students working their way through this task. Because it was obviously not a single teacher with a single class, type operation, it did not offer a recipe for each student but, on the other hand, it clearly raised and helped each student to learn to deal with the basic issues: What about expressing my feelings when I feel needled by one or more of the children and am angry and confused inside? How honest can I be with children and myself at times when two kids start fighting? What shall I do when the parent stands at the door and wants to talk after the bell has rung? How shall I handle my feelings of uneasiness as I drive to work in the morning? Why do things just seem to go "all bad" on some days? How can I listen to one child read when six others then want me to pay attention to each of them? Am I a failure?....The kids were wild all afternoon today...I just can't see it getting better...?

At Stonehedge, students also came to grips with the task of leading groups of children. One MTPT teacher met with a special math class three times each week, in a small room made available for her class; four students took groups of children to work from analysis through diagnosis and prescription to individualized programming in the language arts; one student worked with a small group of the poorest achievers from all of the seven second grade sections in the school; other MTPT teachers worked with intermediate grade teachers, teaching series of lessons and working in areas where the MTPT students felt that they needed focused work with children.

Still other students worked in various capacities, each a part of their plan for teacher education. One student worked three afternoons each week in a reading laboratory in a black ghetto school. She was concerned about certain classroom leadership difficulties that came to light in her work in the Seymour School lab class. Another student took a job working about five hours each week supervising junior high school tutors at Seymour School -- tutors who had to be taught how to teach reading to their tutees. A second student took a part time job, this time on a part time basis as a remedial reading teacher at Sumner School. Two other students worked with a Sumner first grade teacher, each taking small groups. These two teachers were also previously involved at the Seymour Lab class. They both wanted more work with difficult-to-manage groups of children. Two MTPT teachers took over a Seymour kindergarten for a week by themselves, after observing the teacher for a period of time. They wanted to demonstrate to themselves and to the principal that they could do the job that was required. The principal will hire them. One MTPT teacher took an eight week regular teaching position in a school, filling in for a teacher who became pregnant. (Ironically, the MTPT teacher herself became pregnant shortly before starting on the pregnancy fill-in job.) One of the MTPT teachers who was hired to take a class at Cazenovia in September, took a small group of Cazenovia children for an extended period of time, trying out aspects of the program that she was planning for the fall. Eight students taught two half-hour classes, using the American Association for Advancement of Science materials, at Porter School each week. Concurrently, these people had a series of seminars with Dr. Betty McKnight to help them understand and extend this practical experience toward the general problems of science education.

And so it went, with each student periodically conferencing with the Director and working closer and closer to the time in September when she hoped that she would be ready to turn her training into a paid teaching position, doing what she was equipped to do and wanted to do and was prepared to assess and evaluate.

Assessment and evaluation became a basic question that the Director raised with each student in individual conferences during the third semester. Each student had as an assignment to be sure that her goals for September, in the goal paper due June 13th, specified the evidence that she was going to collect related to the specific changes she hoped to bring about in the children she was planning to teach. Thus, each student had to state her goals in behavioral terms and specify the before-after analysis that she would use to collect evidence as to her success. At this point in the Program it certainly was not a concern of the Director what the students' goals *were*, as much as how the student would support her conclusions when she had to evaluate her work at the end of the next academic year. An example of behaviorally defined goals and the assessment procedure designed by the student to pick up evidence about behavior change, is represented by the student's goal paper which appears in Appendix II on p. 93 , of this report.

The sixteen students participating in the Seymour laboratory class had a chance to participate in an action example of behaviorally defined goals leading to the analysis-diagnosis-prescription-implementation-monitoring approach to teaching. At the beginning of the school year, each child in the Lab class was tested by instruments designed to make a close analysis of his ability to read and write. (These were the Independent Reading, Writing and Research Ability Analysis Sheet, which appears as Appendix IV of this report, and the Spache Diagnostic Reading Scales--published by the California Test Bureau.) After the initial analysis of each lab class child, the Director and the sixteen students analyzed the data to determine the diagnosis which best fit each child's situation. Then a plan of implementation was devised which would help each child move forward but at the same time would fit in with the constraints of group teaching set by the classroom situation. Then periodically during the year each child's progress was rechecked with the same instruments. For children who were progressing well, the original diagnosis was assumed to be good enough for continued use. For children who were progressing but not as well as hoped, the teachers worked to re-diagnose in light of the additional data (such as the child's home situation, his social situation with his peers in the classroom, his interests and other needs). In those cases where children were not progressing at all -- in a way that might be detected -- the students who were responsible for the child would make a case study in depth to determine as many factors as could be isolated as probably having a causative function. Then the program of the child involved would be examined carefully and changed in light of the additional insight developed during the close analysis and case study.

The students in other situations were also involved in this analysis in-depth process. For example, at one Tuesday seminar a series of colored slides were shown of one of the third grade lab class children at Seymour who was not progressing in reading. The report of the MEPT teachers who had visited her home was read. These teachers came up to the slum apartment door and found it partially blocked by a one foot high pile of garbage on the floor of the hall. The parents admitted the teachers and told them how they (the parents) felt that other children were continually belittling their child and how they felt that the whole family was the object of undue gossip and derision by the other people in the neighborhood. The parents felt resentful and a bit self-righteous about this, it seemed. Both of the parents were very overweight and were not wearing shoes. They were white. This conference and other background information was discussed along with the detailed analysis of the child's reading situation from the testing instruments that were used. As the MTPT seminar conference about the child progressed (in the dimly lit room where a slide of the girl in the class was on the screen) it became clear that the parents had a point. The children in the class did make something of a scapegoat of the child. Particularly they needled and teased her because she had such offensive body odor and was so overweight. Then as the MTPT seminar progressed, the teachers began to list the things that the child apparently had going for her. For one thing, she liked to"mess around" with paste and other tactically satisfying materials. She liked to draw pictures and she liked to cut things out from magazines. The one striking thing that came out of this in-class discussion and from a previous discussion was that not one of the four teachers who worked with the child and had responsibility for her progress, really was drawn to the child. It was not enjoyable for two or three of the teachers to stay with the child for too long because of the strong body odor. Before raising the issue of her non-achievement, it was clear that not one of her four teachers had been concerned about the girl to any extent. The child didn't seem to sparkle or did not seem to be attractive in such a way that teachers became involved or interested -- in fact the girl seemed to behave in such a way as to discourage teacher involvement.

After this class seminar and the previous evening seminar about this child, things began to improve in class for the girl. Finally the parents were persuaded to let the girl go swimming at the school's portable pool. (This pool was so loaded with chlorine that it soon killed the body odor.) Teachers seemed to notice and to do little things for and with the child. Her reading program in the classroom was changed to emphasize writing stories about things she would cut out of magazines and paste on sheets, and so on.

This reading instructional process (analysis-diagnosis-prescription-implementation-monitoring) was seen as one of the causes for the dramatic growth in reading ability of the children in the Seymour Laboratory class. (See p. 25 for more about the specific progress made by the children in the class.)

Thus, apparently almost all of the MTPT students began to see clearly that it paid off to learn to analyze-diagnose-prescribe-implement-monitor. Thereby each teacher would take responsibility for the growth of each child--from a base of close understanding of the child's skill situation in the context of his home and school life. (Again, this paralleled the MTPT program analogy. In the MTPT, the teacher--the Director--and each student analyzed her strengths and weaknesses as they applied to the goal that she wanted to reach. They had to define the goal specifically so that the particular strengths and weaknesses that were relevant could be isolated. Then the student's program began to be prescribed more and more firmly and implemented. All during the process the Director and the student monitored the student's progress primarily through their one-to-one conferences.) This interest in the analysis...monitoring process helped to spawn several interesting directions and plans for teaching. One example was the two MTPT students who planned to replicate the deHirsch Predicting Reading Failure[1] study. These two students made a trip to New York to be trained in the analysis and testing that was given to the kindergarteners to determine which ones were predicted to fail by the end of grade two. Then the two MTPT students began to study the problem and its implications, drawing upon local and other resources to help them plan a program of first grade teaching that would be likely to "beat the prediction" made by the deHirsch procedure. At this point, the two students have tested about 120 kindergarten children at Seymour school, have isolated two groups of predicted failures, and will begin teaching one of the

[1] New York Harper and Row, 1960.

groups in a "pre-first" grade class in the fall at Seymour. (The other group has been identified and is known only to the two MTPT teachers. It will be the validation group to see if the deHirsch testing procedure actually does pinpoint the children who will fail by the end of grade two, even though the children are given the best that the usual first grade program can provide. The goal paper of one of the two students doing this predicting and "beating" reading failure study is included in Appendix III p. 89.)

Again, at Summer school the interest in the analysis...monitoring process has stimulated a series of placements for MTPT students. In the summer case, a group of the regular faculty became interested in using the analysis...monitoring approach after finding out that an alarming number of children in the first and second grades were not learning to read. Finally, plans are now made for five MTPT students to work with the children who have been so identified, trying to bring them out of this category and well into the success category by the end of the 1969-70 school year. These jobs are particularly good for the five MTPTers who wanted to take them. These are people who are deeply committed to teaching at an inner city school but, in at least three cases, need more work with leading groups of inner city children before taking over a full classroom. This assignment for the fourth and fifth semesters will give all of the MTPTers not only this needed step-up experience with groups of urban children but it will make them expert in the analysis...monitoring process. The combination of these two factors of experience promises to result in classroom teaching expertise after they leave the program in June, 1970. (See below, p. 27, for more about the Summer project.)

What sort of weekly seminar schedule evolved during this third semester? After the Stonehedge laboratory class was turned over to a partnership of MTPT students, the bi-weekly seminars lead by Miss Tway (lauguage arts) and Mr. Greabell (math and science) were discontinued. Students asked them to continue with these and these subject seminars formed the continuing thread during the third semester's Tuesday morning seminars. Miss Tway taught a course in children's literature, drawing from the shared experience with the Stonehedge laboratory class and the experiences of many MTPTers who were doing interesting things with children and books in the field. Mr. Greabell held a series of seminars in which each student had to report on her teaching of a sequence of classes around a specific plan for science education. In addition, there were workshops taught by Mrs. Dorothy Riester in art education; Mr. Frank Watson of the Elementary Science Study, in use of children's interest and manipulative media in developing children's ideas and creativity in language arts and science; plus seminars by invited consultant teachers dealing with studying for the masters comprehensive examinations in the social foundations and psychological foundations of education, how to assess the development of self-concept in inner city school children, and numerous short meetings and seminars dealt with the mechanics and problems of placement. The Director occasionally led discussions that grew out of his reading of the students' weekly log sheets and which grew from points raised by individual students. For example, at the end of the third semester, all of the MTPT teachers who were then teaching in the field were invited to sit as a panel to deal with the question of how one goes about establishing himself as a leader of a classroom of children in September. This was a topic that was on the minds of most of the MTPT students, apparently, as this topic was dealt with most frequently in logs and conferences.

How are the MTPT students helping to change curriculum patterns in the cooperating elementary schools?

So.......this thrid semester was--more than any other single thing--a preparation for teaching in September. In September the MTPT students are going into three schools primarily--Seymour and Sumner which are Syracuse inner city schools, and Stonehedge which is a suburban school west of Syracuse. In all three cases, the students were hired basically because the principals felt that this was a way to promote curriculum change in their schools. This compensated for the principals' reluctance to hire part-time teachers. Perhaps the principals could have been convinced to hire these part-time people on the merits of partnership teaching, if there had been a continuation of the teacher shortage in the area, but that dramatic shortage of the 1966-67 school year has now turned into a major teacher surplus caused mainly by local cutbacks due to decreased state aid and taxpayer pressure.

Thus, curriculum change is the vehicle which is supporting the placement of MTPT students. These students are seen as bringing better teaching methods and an analysis...monitoring approach to the teaching of reading and the related arts to the schools where they will be teaching.

At Seymour school, the Director and the Principal, Mr. Jack Murray, hope that within two years the primary grades curriculum in the language arts will be based on analysis...monitoring such that the teachers will be free to use either the district's approved basal reading program or a program which has been compounded by the teacher as a response to the total need he summarizes from the individual analyses, diagnoses, and the prescriptions of the children in his class.[1] In short, ideally the teachers can move to taking responsibility for each child's growth in reading, writing, spelling and related subjects. As it now stands the teachers cannot take this responsibility in any real sense if they are not given the freedom to set up their program the way that they want to do it. How can the teacher take responsibility for results if he has to use a mandated program, for all? Realistically speaking, all the teacher has responsibility for is to take the children through the program smoothly. If a child "fails" the program, then the people who were responsible for choosing the program--the district's administration--have the responsibility to remedy the situation with the remedial or corrective reading program. Therefore, if an increasing number of Seymour teachers can be taught to use a proved approach to assessment...monitoring, it will free those teachers to take responsibility for each child's growth in the language arts. And the assessment...monitoring approach has been tried successfully at Seymour in the laboratory class. The results were very encouraging but have to be looked at with the unique laboratory class situation in mind. (In the laboratory class, we must remember the advantage--that the children were taught in groups of six, except for the times when the director took over the whole class; but, on the other hand we must remember a big disadvantage--the teachers were "green" and not at all well trained in the analysis...monitoring approach at the beginning of the year.) Here are the results of the Spache Diagnostic Reading Scales informal reading inventory composite (oral-silent) scores on the third grade laboratory class children.

reading level gain of the median child = 2.0 years
n=19, the number of children who were
in the class for one full school year)

calculated average yearly growth in reading of this
child during the first and second grades=.4 per year
(from initial Spache scores)
(n=19)

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[1] Mr. Murray and the Director met with Dr. Gerald Cleveland, the Assistant Superintendent for Curriculum, and Mr. Rudolph Zieschang to explain and clear this possibility with them.

Thus, this class made a reading level gain that could be put at more than four times their average gain for each of the last two years--assuming that the reading test scores at the end of this year will not lower substantially when the child returns to school in the fall. (See Appendix XI for a bar graph showing the improvement made by each child and illustrating the wide range.)

So.....all this experience will be used to help change the primary grades Seymour language arts curriculum toward a process whereby well-trained teachers design classroom programs in response to the needs of the children as analyzed-diagnosed-prescribed by the material used in the laboratory class. What are the planned first steps? First, in September, Mr. Murray will have ten people from the MTPT working in five partnerships, in all grades, kindergarten through four, except grade two. All but one of these teachers have been teaching at Seymour--in the laboratory class. The one MTPTer who didn't go through the laboratory class experience has been teaching with one of the Seymour kindergarten teachers for the last two months. Thus, Mr. Murray will have a group of examples at almost every grade level in the primary area showing interested teachers how an analysis... monitoring approach can work. No formal or policy requirement is to be imposed on other teachers. The idea is to make the analysis...monitoring process familiar to teachers and allow it to be judged on its own merits. Then, if teachers want to begin to take more responsibility for their own class programs in the language arts, by analysis...monitoring of the children, the analysis materials will be made available to them and sufficient examples of teachers using this approach will be available to help them learn. At the first grade level, the pre-first "beating" the prediction reading,failure class will be an extreme example of analysis...monitoring teaching. One of the two MTPT kindergarten teachers has participated in the testing of the kindergarteners for the predicting reading failure study so she will be available to help kindergarten teachers who are interested in helping children improve in the areas apparently critical for reading success. In the third grade, two of the four third grade classes will be taught by MTPTers. One of these classes will be taught by a partnership which has worked at Seymour (with half of the laboratory class children) for the past four months, using the analysis...monitoring approach to reading. At the fourth grade level, the MTPT partnership will take the laboratory school class on to the fourth grade during the 1969-70 year. This, hopefully, will demonstrate how children who have been taught by an analysis... monitoring process can increasingly take responsibility for their own learning. This also will suggest whether having teachers moving "up" with their classes will prove a strength in an inner city curriculum characterized by the analysis... monitoring approach to teacher responsibility in the language arts.

How are these MTPT classes going to be supplied with the needed materials and equipment? To do a good job most of the MTPT teachers want equipment such as the Bell and Howell Language Master, listening centers which have a tape recorder and about twenty pre-recorded casettes as their cores, portable electric typewriters, and an amplifier, speaker, microphone system for Newstime and other group dictation activities of experience chart stories. In addition, teachers will need plenty of hi-interest but lo-vocabulary supplementary readers, programmed learning materials (such as the Sullivan series) along with tests and other commercially printed materials. The MTPT students will be supplied from three sources. First, some of the money that the city school district paid to the Program for its teaching of the laboratory class is available for purchase of materials and equipment (the balance has already been spent for some of the laboratory class materials and equipment.) Second, the materials fees that the students have been paying each semester ($45.00) have been used in purchasing materials--mainly hi-lo books. Finally, and third, the program's instructional budget has in it funds to help with a modest amount of materials with which teachers can implement their analysis-diagnosis-prescription-implementation plans.

At Sumner school, (a 70% black urban school,) again the MIPT is being hired primarily because the principal feels that his needs for reform of the curriculum, with teachers taking increasing responsibility for the progress for each child, can be met. As was described above (p. 24) the faculty at Sumner has been moving toward acceptance of the analysis...monitoring process, led by the director's work with several teachers who have developed into some of the informal leaders of the primary grades faculty. Then when the faculty and principal realized how many of the children in the first and second grades were not learning to read they turned to the Director for help. (The analysis...monitoring approach has already been in use in four of the primary classrooms where the Director has been working with the teachers. In these rooms almost no child failed to learn to read while in some of the other classrooms as many as twenty one out of twenty one children have not made noticeable progress in learning how to read during the 1968-69 year. In no classroom using the standard city basal reader system did the children make the progress in reading and related language arts as did the children in the analysis...monitoring classes.)

The plan, that the Director and an MIPT student worked out, has been accepted by the Sumner parent-committee which passes on special programs at Sumner school, using funds from the school's State Urban Aid grant. The plan consists of two distinct parts. Part I is designed to take the "losers" (those children found not to be learning to read) and have five MIPT analysis...monitoring reading specialists work with them along with their teachers during the 1969-70 school years. The MIPT teachers will be each paid as a 2/3 time teacher and will work during the mornings--prime time for the teaching of reading. These specialists will work in a house across the street from the school which is to be rented with Urban Aid funds. The MIPT teachers have taken the responsibility for moving each child ahead. The Director will supervise this operation in his regular role as teacher of the MIPT teachers. Then, the second distinct part of the Sumner plan is to engage Dr. Herman, in his role as a Syracuse University professor, as consultant to advise the teachers in the primary grades, helping them to change their approach to one where each teacher accepts responsibility for the growth of each child in reading and the language arts by monitoring that child's growth at least three times each year using the analysis-diagnosis-prescription process that the MIPT students have been taught to use and the approach which the most successful (in terms of reading results) teachers on the primary staff are now using. The needed materials for this effort will be purchased, again, with funds from the State Urban Aid grant.

In addition to the two parts of the plan, as outlined above, three MIPT teachers are now working at Sumner school. They took over during the year when openings became available. They will continue in September, thus there will be at least eight MIPT students at Sumner.

At Stonehedge school, in suburban Camillus, the degree of curriculum reform that will be possible probably will not be as great as was hoped for originally. Because of the State aid cutback, instead of nine MIPTers that were to be hired, only six could be hired. On the other hand, however, one of the MIPT laboratory class teachers at Stonehedge, Mr. Leon Greabell, is to be hired as Stonehedge's new vice principal and Mr. Stonger, a staff member of MIPT will be the new principal at Stonehedge. So perhaps even though the number of MIPT students is not as large as was hoped, their influence will be felt substantially in that school of over forty five classroom teachers.

Where will MTPT students be teaching in September?

So, in summary, here are the placements which have been made for the MTPT students. All students except those working for the City School District of Syracuse have received contracts. None of the regular and continuing teachers working for the City School District of Syracuse have received contracts yet because of the uncertainties of local finance. The five analysis...monitoring specialist positions at Sumner have the approval of the Sumner board which passes on appropriations from their Urban Aid grant and the funds have been promised by the State. The State officials have to review the plan yet, though. Because of the backlog the review has not yet begun on programs slated to start in September. The five MTPT students who are to be paid by Urban Aid funds are aware of this but are willing to take what at this time seems a small gamble.

	Number of MTPT students	Grade	Positions
Seymour	ten students	K	1 p'shp.
		1	1 p'shp.
		3	2 p'shps.
		4	1 p'shp.
Sumner	eight students	1	1 full time
		3-4	1 p'shp.
	reading specialists		5 3/5 time positions
Stonehedge	six students	2	1 p'shp.
		3	2 p'shps.
Cazenovia	two students (Green St. School)	3	1 p'shp.

That leaves two students who are not placed but who are ready to be placed. One of these is likely to be placed in the group of reading specialists at Sumner because one of the specialists will take a half-time job as a remedial reading teacher with intermediate grade children at Sumner. (This is part of the regular "Corrective Reading Program" in the City School District.) The second has not yet been placed. A third MTPT student, not placed, will have a baby in the early fall so she will be delayed in returning to the program. Her placement will be considered seriously at a later date.

Now, we shall turn away from these descriptions of what occurred during the program so far. We shall turn to a perspective which views the MTPT program in terms of its unique contributions to improvement of teacher education.

In summary, what are some of the features of this teacher training program which strengthen it and were designed to correct many of the persisting problems of conventional teacher training programs?

1. The principles under which the students are learning are those which are recommended for teaching children. For example, self-directed learning (where appropriate) is not advocated for children alone. It is practiced as a key part of the process of learning how to teach, through the MTPT Program. Or, one-to-one contact between teacher and student is not described and advocated in MTPT seminars and texts alone--such interpersonal "tuning in" is the goal of the frequent conferences each student has with the Director. In fact, now much time is devoted to extolling the virtues of such principles of teaching and learning, as these two. They are practiced in the teacher training program, they are demonstrated with children, and then the student is left to judge for herself not only as to the general value of the principle but to what extent she is able adapt this to her own style and aims.

2. Students are introduced to, and taught how to handle the educational process of the teacher training program before they are expected to begin to function in the program. For example, you will recall reading how the first month of the program emphasized students' learning about and reviewing critical reading and discussion, efficient reading and study, honest interpersonal communication, and skill in reaching clear perceptions especially in a verbal context. In addition, considerable time was spent in discussing the aims of the program, what was expected of the student, the staff's biases, and how to write a "Goals Paper." Also, the Director and each student became familiar with the one-to-one conference procedure.

3. Most of the trainees will take jobs in schools where principals understand and want to support innovations that they will bring with them from the teacher training program. Thus the program attempts to secure the close cooperation of principals who want those principles of learning which are emphasized in the teacher training program, to be emphasized in their schools. Those principals are included as non-paid field staff members of the Program.

4. Most of the trainees will take permanent jobs in schools where there will be a supportive group of MTPT trainees to withstand the possible peer pressure from other teachers to conform to all existing practices at the school even if those are not seen as particularly good for children by the trainees. It is assumed that if four to eight partnerships are hired by one principal the eight to sixteen teachers will have a reference group that is supportive. Of course, all efforts will be made by the principals and the MTPT staff to help pave the way for the new teachers by introducing new ideas to all the staff, establishing friendly one-to-one relations with teachers on the staff, taking teachers' classes when, for example, a teacher wants to take the day off to visit another school, and by helping teachers in other ways.

5. The strengths and weaknesses of each individual are assessed carefully and this assessment is a key factor in the trainee's program. It is assumed that in most cases the person who knows an individual best is the individual himself. Therefore she is helped to make a careful assessment of herself as a teacher and to couple this with her well thought-through aims.

6. Thinking through one's aims and carefully assessing one's strengths and weaknesses are not done overnight. Each trainee is given ample time and experience to consider and think through what she "is", what she wants to do with children in school and how she best should get about the task. This is the primary goal of the first semester of the MTPT Program.

7. The Director follows each student closely through her entire training course of two and one-half years, thus enabling the student to develop according to her strongest potential. Therefore it does not become essential that a student learn a particular point during one particular semester or a particular class. Close contact should make plain the "teachable moment" for learning the key knowledge and skill which is most important. Also, of course, why does the program have to assume that it needs to "teach" each trainee almost all of what she needs? Many trainees can learn on their own and in their own way, much of what is of value, if the opportunities are in line with their needs and interests and if they are offered many chances to work with children. The Director's task thus becomes to assess continually the individual development of each student along with arranging to teach all or some at the time, during two and one-half years, when it seems most propitious.

8. Students are put in the schools almost immediately as observers and participants and are put in carefully arranged teaching positions. This opens the way for the student's subsequent learning, in the training program, to be based on the student's first-hand adequate understanding of the realities of schooling. Also this realistically defines most students' abilities to handle children, initially, in school--thus lessening anxiety by defining a realistic problem for some and surprising others because they see they have a natural knack for handling youngsters in classes.

9. Trainees are usually put in practice teaching situations which encourage them to evolve a teaching style of their own, best suited to their personal style and aims. Thus trainees are not left with any one teacher for longer than one or two sessions, usually. By observing a number of teachers work in a number of situations and having ample time to work with children by themselves, MTPT trainees are encouraged to set up a teaching situation which is functionally related to their aims and style.

10. The Director teaches children, both to demonstrate to the trainees as well as to keep his perspective realistic. Along with watching teachers with children the trainees observe the Director working with children in such situations as analyzing an individual's reading ability, teaching a chart story lesson to a primary grade class, in a one-to-one conference with a third grader about a book he is reading.

11. Most trainees are clustered in two or three schools (adminstered by the participating principals) which makes maximum use of MTPT supervisory personnel. This allows the Director to do some of the key supervision in the field by saving the travel time that is often consumed in supervision of practice teachers. Also, this opens the door for the participating principal to help with the supervision.

12. Each student leaves the program with a considerable amount of key materials for teaching, that schools are not likely to have available. MTPT students pay $45 per semester for materials such as hi-interest lo-vocabulary supplementary

readers useful in a revolving library while the trainee is in the MTPT. At the end of the program trainees will divide the library equitably.

13. Trainees are encouraged to assess themselves, by themselves and in cooperation with the Director. With the frequent conferences, Goals Papers, joint planning, and the Director's continual assessment, reliance upon letter grades ("A"-"F") is unnecessary. Thus students are encouraged to judge themselves on performance according to their aims, not according to a letter grade. For example, students are required to state their key goals for teaching in behavioral terms in preparation for their intern teaching (the last) year. At the end of this year, they must support their evaluation with evidence dealing with changes in children.

14. All group and interpersonal activities are tape recorded so that both the staff and students might listen a second time for more clarity, or to learn why something did or did not take place. Thus most of the scheduled interpersonal situations are potentially learning situations for participants interested in studying interpersonal process. Also, trainees who have to be absent can use the tapes to catch up. This feature is particularly important for trainees who are mothers and sometimes have to stay away because of family concerns.

What is a description of the structural model (the Student Enabling and Decentralized model) which best characterizes the prototype Mid-Career Training for Partnership Teaching Program?

The novel structure which was set up to facilitate the program, described in its first semester, above came to be known as Student Enabling and Decentralized model for teacher education. ([illegible]

The word "Decentralized" refers to the fact that the program is designed to be essentially a one-man and a secretary[1] operation--with help from University resources, part-time assistants, consultants, and cooperating elementary school principals. This gives the Director and students personal contact over the full length of the program. It also provides a simple organization intended to cut out many of the complexities involved when adminstrators, officials, and professors take various integral authority roles in a teacher education program. Thus, the simple direct structure tends to make unnecessary the various policies and arbitrary procedures that are necessary to enable all students to be treated fairly by the many personnel typically involved in teacher training programs. All of this, then, is intended to free the Director to work directly with the students and to pilot freely the training program so that it promotes and supports the individual development and self-direction of each student.

Decentralization also allows a particular Director's program to be clearly representative of a certain point-of-view about teaching and learning if this is desired. This opens the door for educational pluralism--several units to be operating on a single campus or a single community, each offering students a chance to explore a clearly defined approach to teaching. Then too, this clear focus invites principals to join their schools with a particular program which embodies the approach to education and/or educational reform that they desire for their school.

[1] Mrs. Helen Andrews

The words "Student Enabling" signify the relationship between the Director and individual students. In this relationship, the Director is primarily an enabler--a role which is established to help the individual take increasing responsibility for his own progress and education. In the case of the MTPT this relationship was illustrated by the one-to-one conferences along with the planned initial background experiences for all students, the initial skill-in-independent-learning-training sessions, and the emphasis on realism in observations and participation in the schools. The purpose initially was to help individuals explore, narrow, and define for themselves the problem of good teaching. Then the individual student was helped to tailor a program which best fitted her strengths, weaknesses, and vision for the future.

Thus the term "Student Enabling" is meant to have connotations that refer to helping the student take responsibility for his own learning--enabling him to do the job in the best way for him. In the MTPT context, however, this is not meant to signify that little content or actual teaching of new skills, or knowledge takes place. "Student Enabling" refers to the context within which observation, study, teaching, counselling, and individually initiated action takes place. For example even though the one-to-one conferences between Director and each student were meant to help the student clarify and organize for moving ahead, much teaching or specific content also went on in the conferences. For example, the Director attempted to teach most of the students how to define educational goals in behavioral terms, in these conferences, after largely ineffectual large group presentations.

What are the essential conditions necessary for a Student Enabling and Decentralized teacher training structure such as the Mid-Career Training for Partnership Teaching Program embodies?

It should be clear up to this point that there appears to be considerable potential advantage in utilizing the Student Enabling and Decentralized model in a teacher training program for mid-career people. But what are the essential conditions that are necessary factors in this approach to teacher education? In other words, what conditions must be met if the program is going to have a strong chance for success? Below are drawn two continuua, each of which is intended to represent two extremes of one particular condition which has basic relevance to successful operation of the Student Enabling and Decentralized model. In each case it is important that we design and operate the program so that it moves as far as possible to the left on each continuum,

so that we:	(and) not so that we:
A. select people who are openminded, interpersonally sensitive, and serious about teaching.	select people who are closed to evidence contrary to their fixed beliefs; people who look at teaching as just one decent job--the best of those available.

so that we:	(and) not so that we:
B. fit the teacher training system to the needs of each person (content, activities, sequence, style, etc.)	fit the person to a fixed system.

Thus, the Student Enabling and Decentralized model necessitates careful selection. It also necessitates a point-of-view which minimizes the idea that all teacher trainees need to have certain courses which contain certain content and have them in a certain sequence. It therefore necessitates a Director who is able to take his cues from the needs of his students and who is capable of effective one-to-one counselling.

In addition to these two basic considerations, there are seven operating conditions which are essential if the program is to function well. Again, on our continuua it becomes crucial that conditions are as representative of the left as much as possible. So, it becomes necessary to move toward the left--

so that:	(and) not so that:
1. students will take responsibility increasingly for goal setting, planning their program, execution of plan, and assessment	students will execute, primarily, the tasks assigned by the professor and assessed by the professor according to his criteria

In the MTPT if the students do not take a significant responsibility for their own learning the program will fail. Very simply, the Director cannot check on satisfactory completion of every detail of the various activities and specially designed study projects set up for students. He cannot force students through the program. The "rudder" is shared by the Director with each student who, to carry out the metaphor, must know the course well and know how to find out if he is on course.

so that:	(and) not so that:
2. there is open, honest interpersonal communication between students, staff, and cooperating principals.	students will read text, do assignments, attend lectures, etc. and not communicate extensively with professor.

Unless the channels of communication are open wide, participants in a Student Enabling and Decentralized program such as the MTPT will become bogged down in the variety, ambiguity and resultant tensions. On the other hand, a simple lecture or practicum course offers the student a minimum of complexity with which to deal. Such typical college courses, therefore, necessitate a minimum of communication to determine what others are doing, take care of misunderstandings, take advantage of opportunities, and to pursue idiosyncratic projects. In the Student Enabling and Decentralized model these communication tasks are considered an important learning experience in the training program. It is a laboratory in learning how to enjoy the fruits of diversity while minimizing the problems.

so that:	(and) not so that:
3. motivation of each individual is intrinsic, ie., based on satisfaction of meeting felt needs, observation of growth, etc.	motivation of each individual is to succeed in getting high grades and other approval from the professor.

If the average student seriously feels "I'm doing what makes sense to me, in terms of the teacher I want to be, and I see that I am succeeding," the Student Enabling and Decentralized model is working. In other words, the aim is not to have the student worry about failing but to worry about the meaning and design of his plan and how to succeed in carrying it out.

so that:	(and) not so that:
4. there is mutual "tuned in" feedback between Director and students continuously	student's role is to do the tasks assigned and turn in the evidence which the professor can then evaluate.

It is up to the students to see that the Director knows what they are doing and also some of their questions, barely formed ideas, and professional frustrations. The Director in turn, needs to communicate his concerns about particular students and about the program, to the students involved so that ideas and progress can flow from both ends.

so that:	(and) not so that:
5. the program will help students have sufficient skill in independent learning (critical thinking and discussion ability, clear perceptions, knowledge of biases and hangups, efficient reading, etc.)	professor assumes that students have necessary skills to handle the tasks he assigns.

Obviously, a student cannot be given all his needed pre-requisite education before he begins a program such as the MTPT. But it is essential that he be equipped to handle the tasks that are essential--in this case independent learning--and also be helped to assess himself so that he can seek help if he needs further skill training. Because of the individualized nature of the program a student can build into his program a remedial experience or two if he needs it. This is particularly possible because the students are going to be in the program for five semesters. There is time to pause for basic skill training.

so that:	(and) not so that:
6. students manage time so each has sufficient time that is available for developmenting and implementing emerging plans--time not coopted by undue pressures from other dealines, jobs, etc.	students are forced, by strict deadlines;, set by the professor, to do the tasks that are assigned, with little need to keep blocks of time available for capitalizing on emerging opportunities.

By this definition a student is not sufficiently self-directing unless he can manage his time so that he can reserve time for fulfilling his own plans. This means keeping large amounts of time from being coopted by more tangible obligations and home responsibilities. It is an issue which needs to be made particularly clear with mid-career women who were not working before entering the program. Often these women step into the program from a life which is full of commitments to manage the church bazaar, direct the voter registration drive, and similar responsibilities. Unless some women are prepared it becomes very difficult to turn down the friend who calls them for help "like you did last year." Needless to say it is also difficult for the family to understand, at first, that "Mom shouldn"t be disturbed when she's reading unless it's an emergency."

so that:	(and) not so that:
7. Director will follow developments in each student's case over the full length of the program	Director will either leave it all up to the student or will leave full responsibility for following certain key developments to another staff member

Thus, the Director has to discipline himself to do things such as read the log sheets carefully each week, listen carefully to students during conferences, explore questions penetratingly with students, follow-up and gather more information by field visits and observations of the students with children. Obviously this self-direction on the part of the Director is parallel to the self-discipline involved for the students.

so that:	(and) not so that:
8. Director has clearly established authority (1) to make decisions necessary to implement plans and (2) to carry our new directions in response to needs and opportunities.	Director is given responsibility but not given authority to allocate resources without constant administrative review from superiors.

This means, in down-to-earth practical terms, that the director has sufficient budget at his discretionary disposal to implement the needs of the students and the wider needs of the program as they emerge, without having to make a case for each decision. It also means that the director be protected from the petty bureaucratic nit-picking that can harass individuals in large organizations such as universities. Therefore, it is important that the Director be put in a position with sufficient resources and status to free him from undue administrative details and demands on his time. Of course, if he is given authority and resources he must be held accountable so we are not speaking of fiscal or organizational anarchy. But we are speaking of his being held accountable for overall success or failure at periodic points--not for the decisions along the way.

Is there a working hypothesis connected with the Mid-Career Training for Partnership Teaching Program?

Yes, it is:

> If we select well educated housewives who are warm, open, interpersonally sensitive, and serious about becoming good teachers; and if we help each of them to take responsibility increasingly for her own growth toward becoming a good teacher, then the children taught by those people will mirror the teachers' training--that is children in those classes will increasingly take responsibility for their own growth at school as compared with the children in classes of teachers with similar background but who were not trained as MTPT teachers.

The statement about assessment in this Report (below) will outline plans for testing this hypothesis.

How were the students initially selected?

The full report on recruitment and selection was included in the MTES interim report to the New York State Department of Education, Teachers Reserve Office, on December 31, 1967. A copy of pertinent sections of this interim is included below as Appendices VIII and IX.

Could we use the experience of the present MTPT group to make better selections next time?

The MTPT students were tested extensively at the time they entered the program. Now, after the students have been in the program for approximately one year, the Director selected those students whom he felt best fitted the program and those students whom he felt had to struggle unduly to meet the program's unique demands. Then the research staff checked back into the entering test results and found that several tests clearly differentiated between the two groups--the group which has seemed to fit ideally and the group which did not seem to fit easily. These tests have been combined into a testing package which was used to test a group of applicants for four openings. Based primarily on test results, this selection took place in April, 1969. The four students who were selected will remain in the program as first-year students, for the last year of the program (1969-1970). In this way the predictive value of the tests can be validated. It was made clear to these students that their tenure in the program is guaranteed only until the end of the present program, June 1970. Their courses will be arranged so that they can finish the program in the regular elementary education sequence in Syracuse University if it is not possible for them to finish in a second MTPT program at Syracuse. (See pp. 54 - 55 for a detailed, step-by-step explanation of the tests used, the criteria used, and the statistical procedures used.)

By admitting these four students in the fourth and fifth semester of the Program we are also exploring the idea of starting a second major group in the last half of the MTPT sequence--a group which will then provide a core of experienced students to teach the group which will enter when the original group graduates. This might be an ideal way to provide program continuity. In this way, the new students will be able to learn from the students already in the program. Therefore, the whole operation might run smoother, particularly with respect to the problem of convincing the students that they have to concentrate on developing and implementing their own goals rather than to set up the goals that the professor wants them to set up and in other ways "play academic games." This was, and is one of the continuing struggles in the program--to prevent students from beginning, again, to ask "what does the professor want" and not think and plan for themselves.

Are students dropping out of the Program?

At the end of the first semester three students dropped out of the program. During this past year (the two semesters of 1968-69) no student voluntarily dropped out of the program. At the point of this writing, no student has given any indication that she intends to drop out. One student was asked to leave the program at the end of the 1968-69 year.

How are students replaced when they drop out of the Program?

The original plan for replacements was to choose people who can offer something that the Program needs. For example, if there were two persons who fitted the program and one was a mathematician, and the program was short of people who could teach children mathematics with expertise, the person who was the mathematician would probably be picked. Now another option has been opened. It is the idea of taking in a substantial group of students at the beginning of the fourth semester so that when the original group graduates, at the end of the fifth and last semester, a continuing group will be left. Then this continuing group will be the core of the next five semesters in the subsequent program. This is the multigraded idea in the public schools--where each year a part of the group leaves while part of the group remains to continue on with the teacher and the incoming new group during the next year. Now that the Program has taken in four people in an attempt to refine the selection procedure, by validating the new testing package, we shall also be able to explore the question of how much the new people learn from the old ones and how much these new people miss by not having some of the total group experiences that characterized that first semester of the present Program.

Are students "washed out" from the Program?

Under this heading in the last annual report, the Director wrote the following:

> Experience with the MTPT so far indicates that students will make the decision to leave the program, if this becomes necessary, because they see that they should. Each student and the Director should be continuously making an appraisal of progress, thinking through the specific meaning of next steps that need to be taken, and remedying small problems before they become serious. In this context it is assumed that most students who are not becoming teachers who can deal with children as well as most teachers in the field, at least, will see and be shown clear evidence that this inadequacy is the case.
>
> Taking responsibility for your own learning means taking risks if you are to be creatively self-directed. This means that it is important that students do not feel that the threat of failure is right around the corner if they do not succeed all the time in everything that they do. With this in mind it becomes particularly important to decide upon dismissal from the program only as an extreme and last resort.
>
> Also, in the MTPT each student has to be hired by a principal. The two or three participating principals observe the student teach and work with children. Also the principals participate with the teachers in some meetings and seminars. If the student is not offered encouragement by any of the principals, this indeed is evidence to be considered seriously. Presumably the principals share the goals for the teaching of children that are implicit in the MTPT. If they are not encouraging this becomes an important source of feedback for the student.
>
> More experience with the MTPT will shed more light on this question.

Now we have had one more year of experience and it has shed more light on this question. Basically, the principles laid out above still stand but the complexities have come to light. First, if the student doesn't seem to perceive clearly the evidence that she is not succeeding and/or if the student has a difficult time making a decision to leave because it means failure to her, then it sometimes becomes the role of the Director to ask the student to leave. As was stated above, this action should only be used as an "extreme and last resort." But in the meantime open honest communication between the student and Director, which is a prerequisite of this program will often become more difficult due to defensiveness and frustration on the part of the student and perhaps the Director. Being the objective judge and at the same time the accepting counselor is difficult for the director. Then too, if the Director has not perceived the evidence accurately, what then? To whom does the student turn for "appeal"?

Of course the student has the same appeal rights as any student might have--to a dean or other University official. Then too, if the MTPT program is operated in parallel with a standard MA program in teacher education, the student can simply be transferred to the standard program. But the questions raised above merit further reflection before the final blueprint for the MTPT is written.

How will students be certified?

The present MTPT prototype Program is registered by the State Department of Education's Division of Teacher Education and Certification as an approved program leading to permanent certification in New York State. The specific detail and rationale for certification of students in future programs, such as the MTPT, is in the process of being considered by the State Department of Education. Finalization of certification plans will, of course, depend on the assessment data from the prototype MTPT Program and subsequent evaluation. A State Department team is scheduled to visit the Program in Spring, 1970. (The present MTPT Program's formal state "registration" approval extends to September, 1970.) The State team wishes to judge the prototype Program's adequacy on the basis of performance rather than prior description submitted before the Program began operation. After this visit, a final decision will be made as to the specifics of certification of future programs which might be modeled after the MTPT prototype.

One certification idea was suggested as part of the original rationale for the prototype MTPT. This is symbolized by each student's Goals Papers, considered as official reports to the State Department of Education, submitted to the State Department's representative (the Director of the program) at the end of each semester of teacher training. Essentially the certification idea is based on the premise that well selected students could be granted certification on the basis of evidence showing their carrying our a well thought-through teacher education plan. This would include the students' exploration and clarification of their aims for children in their classes, drafting a plan for reaching those aims with children, implementing those plans, continuously evaluating their progress, and assessing the outcome. The State Department's role would then become to license and monitor the directors which they felt had the qualifications to bring out the best in serious students, especially mid-career students who were carefully selected, partly on the basis of a considerable amount of relevant and valuable experience.

What is the progress to date of filming the prototype Mid-Career Training for Partnership Teaching Program?

Several lengthy segments of film have been shot. The filming began with the planning phases of the MTES project and then the first semester of MTPT. During summer, 1968, Mr. Peter Tarolli, the film director, and the MTES Director met and mapped out the general direction and as much of the script as was possible at that time. The film will be of thirty to forty minutes duration and will be a professionally produced documentary. It will be distributed both statewide and nationwide by the Syracuse Film Center which is paying for most of the production. The State Department of Education will receive ten complimentary copies for distribution. The movie will be centered around one or two students, showing their development from the time when they made up their minds to join the program to concluding scenes which show them functioning as teachers after they have worked through what teaching means to them, decided upon a workable plan to approach the aims that they set, and finally showing them assessing their own progress at the end of the program. It was decided to use one or two students as the theme of the movie, in order to reach the prime audiences with a high human interest movie. The prime audiences were designated in this order: (1) Mid-career women in groups such as the League of Women Voters and PTAs; (2) Schools of Education and Education professors and public officials.

During 1968-69 Mr. Tarolli and his crew have been taking sequences according to the planned outline. He has been following three MTPT students as they prepared for their teaching. One of the students took half of the Seymour Laboratory class as a partnership teacher in January, 1969. She was filmed early in her solo work with this class. On the day of the filming the children were not what one might call docile and quiet! This was filmed, plus another session at which time the student and the Director were seen viewing a videotape of the class and commenting on what they were seeing. This is the kind of action that Mr. Tarolli hopes to include in the finished product. He will choose from the three students, and select the student who will be the "star" of the film, assuming that all three finish the Program. One of the three, incidentally, had a baby in February. All of this has been recorded by Mr. Tarolli in case it will fit in with a sequence showing the progress of that student through the MTPT.

What about possible extensions and/or next stage of the Syracuse MTPT Program after September, 1970?

Conversations between the Director and numerous persons have explored the question of, what's next here at Syracuse after the final report is written? The extremely positive student reactions and encouraging experiences of the program to date strongly suggest that: (1) with refined selection criteria we can select mid-career persons drawing the best of the community into the schools--people who now are not working at some highly responsible job in industry, government or elsewhere only because they have home commitments that prevent them from taking full time positions; (2) the MTPT model is an excellent avenue that attracts these people; (3) the MTPT model results in the kind of motivation and self-analyzed problem-solving that can develop well grounded and exciting leadership both of children and of other professionals in the schools; (4) the MTPT model encourages these people to expand the limits of creativity, thus encouraging them to innovate from a base of carefully defined understanding (due to the program's emphasis on critical definition of problems) but without being tied to the status quo; and (5) the Program seems to be an ideal training agent for people who will approach teaching from an analysis-diagnosis-prescription-implementation-monitoring philosophy--the basic philosophy behind the approach to teaching and learning used in the MTPT. This is the approach to teaching-learning that the MTPT students are studying by doing it for themselves, for two and one half years.

So, how can this strength be used to benefit the children in elementary schools as much as possible? First, of course, the blueprint for the best possible MTPT will be prepared by September 1, 1970. This blueprint will be accompanied by a thirty to forty minute long documentary film showing the program in action. This was the outcome promised in the original proposal.

Second, after September 1, 1970, there appear three areas that might be developed to extend the strength and increasingly exciting possibilities which are summarized by the five pointsin the first paragraph in this section. These three areas of possible extension are:

1. Continue the present MTPT Program here at Syracuse, trying to refine and improve in the areas which the final assessment show as needing further refinement;
2. Continue the present MTPT Program here at Syracuse, and incorporate into this Program a program for the training of directors who can perform the enabling role needed in this kind of teaching--to support and extend highly competent and creative people;
3. Continue the present MTPT Program here at Syracuse, by utilizing MTPT trained people as leaders in public school elementary school curriculum design and creative reform. In this case, we would be incorporating areas 1 and 2 (above) into a total thrust toward an elementary school education which embodied the principles on which the MTPT is based. Of course, this new elementary education would embody the MTPT principles only so far as they could be adapted to the backgrounds and ages ~~by~~ of the children. These principles are:
    a. An "enabling" relationship between teacher and student
    b. Helping each student to understand and define for himself what the tasks of learning are and what sort of sequence or learning mode best fits himself
    c. Helping each student assess himself in terms of the tasks that have to be done
    d. Helping each student plan the specifics of his own program increasingly--helping him to make the decisions that best fit his goals and present status plus the various alternatives and resources available.
    e. Establishing the learning environment that is facilitative of diverse individual activity in pursuit of individually defined and criticized goals.
    f. Helping each child to learn the skills of independence as rapidly as possible in order to help himself to begin to utilize these skills in pursuit of his individually defined goals (We are referring here, to skill in reading, writing, spelling, library research, mathematical computation and problem solving, defining and clarifying problems, and careful and accurate perception and observation, in particular.)
    g. Establishing the environment and developing the skills of cooperative and open, honest communication between students and teachers.
    h. Helping teachers to view motivation to learn as an intrinsic thing, where children feel "I'm doing what makes sense to me, in terms of my goals--what I want to learn or what I want to accomplish."

i. Developing the skills and systems that promote mutual "tuned-in" feedback between teachers and children. This means time for open discussion on a one-to-one basis.

j. Setting policy and procedures whereby one teacher must follow the development of certain children over a long enough period of time to enable the child to pursue unique learning experiences and yet not be "forgotten" in the complexity and rush of school. This is clearly meant to imply that one teacher will take the responsibility for the learning of a certain number of individual children and will be able to explain at any time what a child has accomplished, what he needs to accomplish, why he has accomplished as much as he has and why he apparently has not accomplished more.

Thus, if we attempted to do this--develop area three, above--we would be asking the question, what kind of a model school could be planned by the best people recruited, selected, trained, by the MTPT, along with selected others who agree with the MTPT principles.

How might this be practical? It could be planned by a study group to begin operation in September, 1970, that might be composed of the following groups and individuals:

.....5-8 of the best of the present MTPT group--people who have been teaching for at least one year in the program and probably would be out teaching during 1970-71.

.....The Director of MTPT with another person who could become an associate director for assessment and administration if the plan developed by the study group were to be implemented.

.....Two or more individuals from the school district or districts where a model school might be established. At least one of these would have to be a principal or other action-oriented individual who could provide the neighborhood unit administrative leadership and liaison needed to tie together, administratively the school and the school district's resources.

.....Several consultants who share the vision of education implied by the above principles and who have demonstrated that their ideas work.

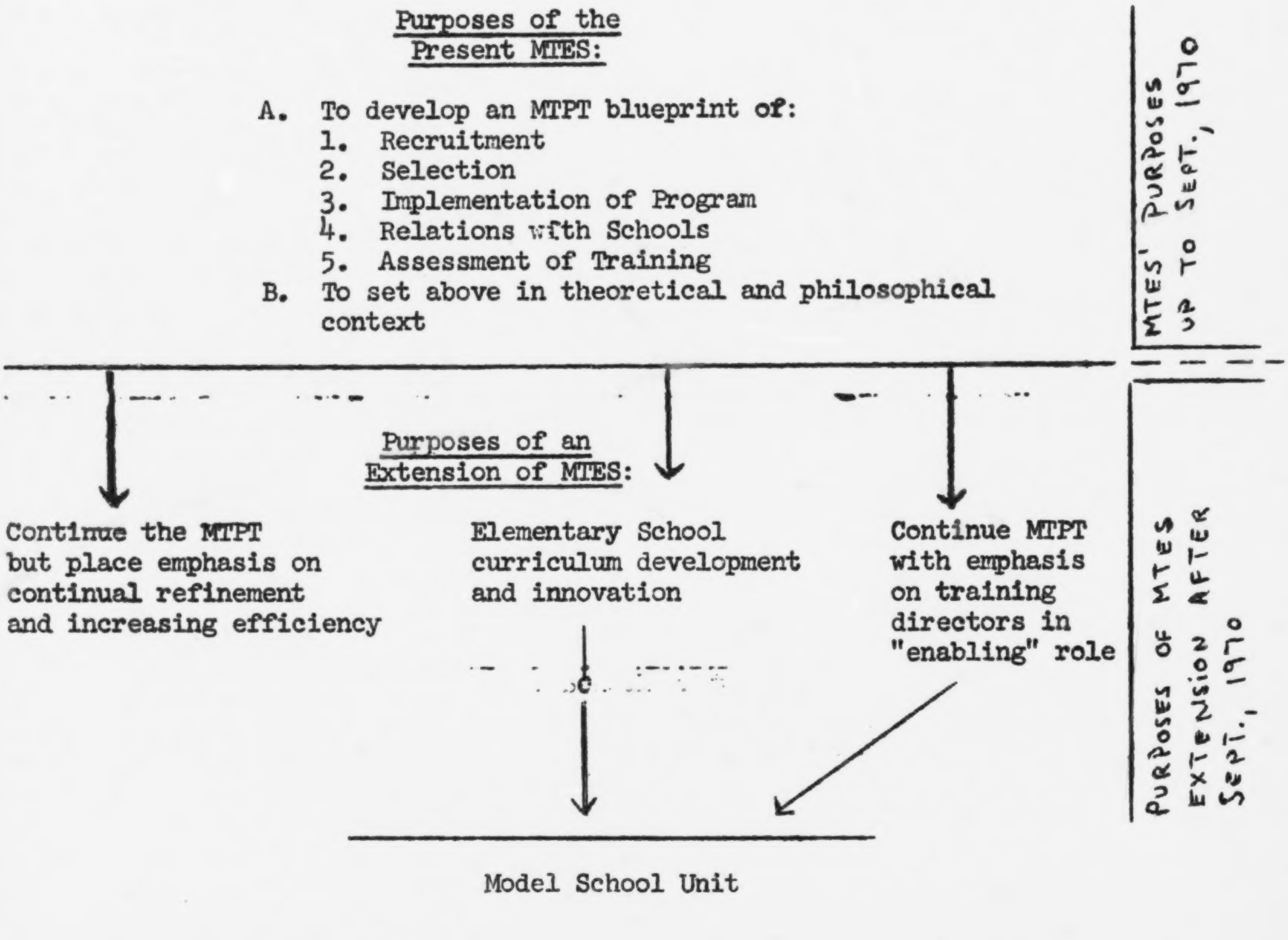
.....One person from the funding agency(s) that was supporting the endeavor.

Then assuming the plan had won acceptance of the funding agency(s) involved, it would be implemented, beginning with the recruitment of people, their selection, their training, and finally culminating in the staffing of the model school under the administration of the administrator who was in the study and planning group.

Practically speaking, this plan would bring together: recruitment, training, curriculum planning, administration, local school administration and operation, and innovation--so that the usual curriculum reform failures from fractionation and lack of intelligent followthrough would be minimized. Thus, promising ideas such as differentiated staffing; inquiry in science, literature, and social studies; the analysis...monitoring approach to teachers' taking responsibility for content learning of individual children; use of highly motivating experiences and manipulating materials in mathematics education; stimulating self-expression in language arts; children's self-direction in reading and related language arts; self-pacing in the various basic content areas; the process approach in science; programmed learning for specific skill competence; and other ideas and curriculum packages which seem promising, could be integrated in consideration.

Dr. Robert Davis (of the Madison Project) and the Director have been having a series of meetings about this possibility. They both see the model school in an inner city setting. They recently were discussing an idea that might be a vehicle which could add much to the study and planning group. That is, have a classroom or two or three classrooms team taught, where all the participants in the study group would be involved teaching, side-by-side. Thus, the group would share a common frame-of-reference for its discussions and deliverations. All the participants would know the same children. Thus, one day one person might say, "Well, if Anthony were to work on a project involving the analysis of his own reading ability, he would start by trying to find why it was too hard for him," and so on. The model that was used in this thinking was the Seymour laboratory class, where sixteen people and the director taught side-by-side and had what seemed to the Director and students a most unifying experience that facilitated communication and broke down "game playing." People talked about issuesgermane to teaching and openly dealt with their feelingsrather than the kind of personal ego building at the conference table that so often characterizes study group behavior. Perhaps the MTPT teachers on the planning group could have basic responsibility for the classroom(s) while involving the other members of the study and planning group in narrower roles.

In summary, the following diagram was drawn to show the present purpose of MTES (above the top horizontal line) and the projected three alternatives which could be combined as outlined above:



Purposes of the Present MTES:

A. To develop an MTPT blueprint of:
  1. Recruitment
  2. Selection
  3. Implementation of Program
  4. Relations with Schools
  5. Assessment of Training

B. To set above in theoretical and philosophical context

MTES' PURPOSES UP TO SEPT., 1970

Purposes of an Extension of MTES:

Continue the MTPT but place emphasis on continual refinement and increasing efficiency

Elementary School curriculum development and innovation

Continue MTPT with emphasis on training directors in "enabling" role

Model School Unit

PURPOSES OF MTES EXTENSION AFTER SEPT., 1970

What is the MTES assessment design?

The following is an outline of the assessment design for the Mid-Career Teacher Education Study:

I. Overview

The assessment of the MTPT is designed to yield information which will contribute to: (1) an understanding of the kinds, amounts and causes of change which take place with the participants as the program continues; and (2) an evaluation of the impact (vis a vis the goals of the program) which the participants have upon the educational environments they enter upon their assumption of teaching positions.

In general than, we may point to two aspects of the assessment procedure--internal and external. The internal assessment has its focus upon changes taking place in the participants as they make their way through the program. The external assessment looks at the effects which the participants have upon the school settings they enter as teachers.

II. Areas to be examined

Data will be gathered with reference to the following areas, judged to be relevant to the goals of the MTES.

A. Internal (intra-program) assessment

1. General psychological functioning--this broad area of examination attempts to determine the program's impact upon the participant with reference to a number of dimensions which are seen as central to the individual's functioning as a unique individual.
Specific sub-areas to be examined in this broad area are: self-concept; interpersonal perceptions; and, value orientation.

a. self-concept--the self-concept is a construct which is used to represent the sum total of perception, feelings, judgments which the individual holds toward himself. As such the self-concept is seen as an important factor in determining an individual's behavior assessment. In this area we will examine the amount and direction of changes in the participants "view" of themselves as the program progresses.

Instruments to be used in gathering this data include:
  (1) Osgood's Semantic Differential
  (2) Person Description Instrument #5 (PDI-5) developed by Roger Harrison

b. Interpersonal Perceptions--this sub-area focuses upon the general ideas an individual holds concerning interpersonal relationships. It attempts to look at such issues as: what does one respond to as important in others (e.g. status, consideration, intelligence, achievement); how "close" does one feel it is appropriate to get to people; how does one conceptualize various interpersonal relationships with reference to a superiority - inferiority dimension?

The relevance of this sub-area to the MTES, (with its emphasis upon individualization of education) should be obvious. Instruments to be used include:
  (1) Person Description Instrument #5
  (2) Interpersonal Distance Scale--developed by Richard Pearson

c. Value Orientation--this sub-area examines the nature and organization of the participants' beliefs and expectancies. While not placing emphasis upon any formal set of values, the MTES does hope to help participants (who need this help) to move toward sufficient personal flexibility and tolerance vis-a-vis their values so that they can help students engage in the process of working through to the holding of intelligent, responsible value orientations.

Instruments used in this area include:
  (1) The Rokeach Dogmatism Scale
  (2) The Personal Orientation Inventory, developed by Everett Shostrom

2. Educational Attitudes--this broad area of examination attempts to look at the nature and direction of development in the participant's attitude specifically toward education. We feel it is significant to know what the participants come to believe concerning such issues as: the general function of education in a democracy; the role of the teacher; the way students learn; classroom discipline.

  a. Data in this area will be gathered by making use of existing instruments and by developing other instruments as needed.

  Instruments being used are:
    (1) The Minnesota Teacher Attitude Inventory (MTAI), supplemented by an adaptation of the Parental Research Instrument (PARI). Ordi-

narily, the MTAI yields only a single global score indicating the extent to which an individual's responses resemble those of "effective" teachers. By drawing, and adapting items from the PARI we have been able to develop sub-scales of these instruments focusing upon such areas as: control; demand for activity; encouraging verbalization; excluding outside influence; fostering dependencies. It is believed that such subscales will yield more useful, descriptive data than the single global score of the MTAI.

(2) MTES Stems--a collection of incomplete sentence stimuli tapping aspects of the teaching function important to the MTES. Responses are scored to determine the extent to which they are or are not consistent with the goals of the MTES.

3. Interpersonal Effectiveness--this broad area looks at the individual's actual behavior in interpersonal relationships in general and more specifically within teacher-student relationships.* Specific sub-areas to be examined include: communication and relationship skills; teaching effectiveness; impact on children.
   a. Communication and relationship skills--this sub-area looks at the skills, prerequisite to accurate, effective interpersonal communication possessed by the participants. Such skills will be assessed by:
      (1) The communication task--a situational task which requires the participant to teach a concept (e.g. scarcity) to a role-played elementary school child. The role is designed to face the participant with problems of communication and her tape recorded responses are judged in terms of her ability to accurately "tune-in" upon and understand the student's reaction and her ability to act effectively upon the data she receives.
      (2) An analysis of the participants' actual behavior in real, one-to-one teaching situations. Tape

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* Much of this area falls within the internal (intra-program) focus of assessment; however, to the extent that the area of interpersonal effectiveness examines teaching effectiveness and outcomes, there will be a more extensive treatment of the area carrying over into the next section of this outline dealing with the external (extra-program) focus of assessment.

recordings of each interview will be assessed by means of an adaptation of the Truaz and Carkoff Accurate Empathy Scale.

b. teaching effectiveness*

c. impact on children*

B. External Assessment--in review, this assessment focus moves beyond what happens within the program, to look at what happens on the job--in terms of the participants' impact upon the schools in which they work. This assessment will take place primarily during the participant's intern year (Sept. 1969 - June 1970). Since one of the functions of this assessment focus is to explore the participants' effectiveness (in terms of the MTPT goals) as compared to persons coming out of more traditionally-oriented teacher preparation programs, it will be necessary prior to the intern year, to locate a control group which will serve as a base line against which the accomplishment of the MTPT can be judged. Assuming adequate arrangements can be made, this control group will be matched to the MTPT in terms of: sex; age; family status; educational experience and background. In the ideal, the two groups, (MTPT and control) as groups, will differ only on the variable of teacher preparation program.

The sub-areas to be examined are described below. In most cases, specific instruments and procedures used in this assessment are to be located or developed. This will be done during the 1968-69 year of the program. Of tremendous use in this process of developing instrumentation will be the fact that a significant number of the participants will assume extensive teaching responsibilities in the period from February to June 1968. Thus, we will have access to large samples of actual classroom behavior upon which to develop, and determine the usefulness, of our instrumentation prior to the internship year.

The sub-areas to be examined in this external assessment focus include: teaching effectiveness; impact on students' evaluations of students, other staff and parents.

1. Teaching Effectiveness--the broad goals of the MTES (e.g. education for responsible individuality, emphasis upon individualization of instruction) will be refined, translated and defined behaviorally. Classroom behavior of teachers in the MTPT and control groups will be compared (by means of videotaped samples and/or other types of observation samples) with these behaviors which represent, in terms of the

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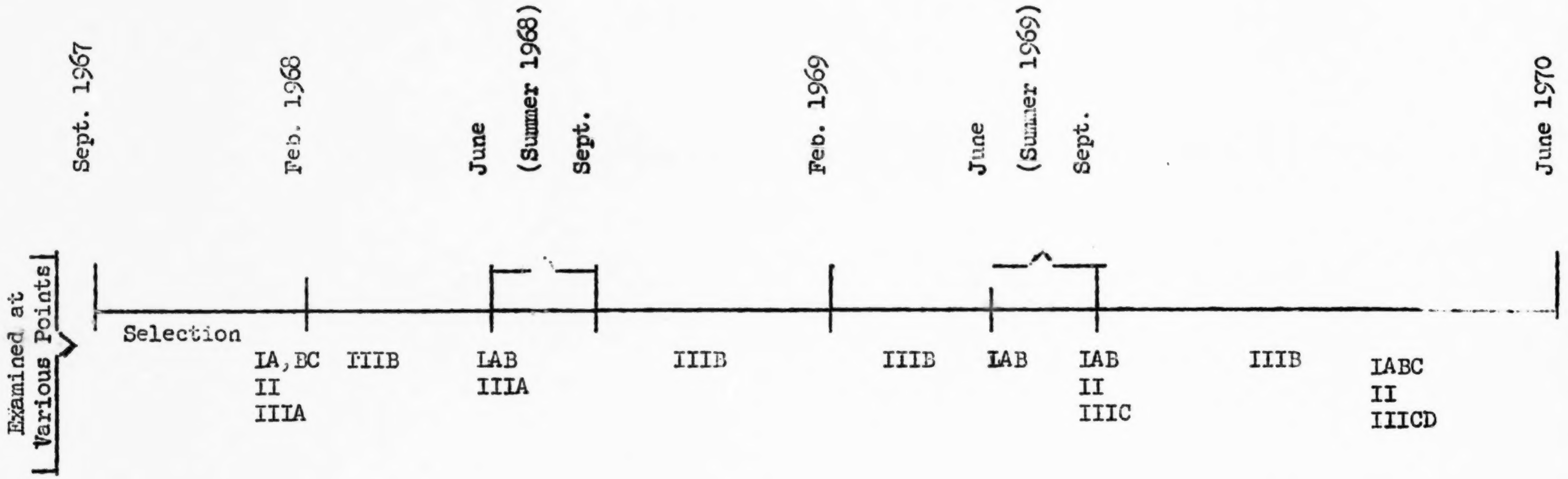
* See next section of outline

MTPT goals, effective teaching.

2. Impact on children--on a pre-post basis, the children taught by MTPT and control goups will be examined to determine the gains, along a variety of dimensions which are achieved over the instructional year (the internship year for MTPT participants).
   Specific areas of examination will be:
   a. children's attitudes which reflect a view of education as a process for which the child has some responsibility and in which self-direction is desirable
   b. possession, by children, of skills pre-requisite to self-direction in education
   c. formal subject-matter achievement
3. Evaluation of children, other staff and parents--over the course of the year reactions of children, staff and parents will be gathered (probably by questionnaire) to determine how these groups assess: the trainees, their teaching goals and style; the trainees' contribution to the functioning of the school; the perceived value of the partnership concept.

Assessment Design of the MTES - FLOWCHART


Sept. 1967
Feb. 1968
June
(Summer 1968)
Sept.
Feb. 1969
June
(Summer 1969)
Sept.
June 1970
Examined at Various Points
Selection
IA,BC
II
IIIA
IIIB
IAB
IIIA
IIIB
IIIB
IAB
IAB
II
IIIC
IIIB
IABC
II
IIICD

Areas examined

I. General Psychological Functioning
   A. Self-concept
   B. Interpersonal Perception
   C. Value Orientation

II. Educational Attitudes

III. Interpersonal Effectiveness
   A. Communication and Relationship Skills
   B. Teaching Effectiveness
   C. Impact on Children
   D. Evaluation of Children, Staff and Parents

What was the Assessment plan and information during the first semester of the MTPT?

By the end of the first semester of the MTPT, activities designed to provide information useful in assessing the ongoing effect and ultimate results of the program fell into three areas: (1) obtaining information concerning the subjective reactions of participants to the total program as well as its various components; (2) analysis of the participants' status on various psychometric instruments designed to reflect status and change; and (3) continuing work to develop instruments and techniques which will be used in later phases of the assessment.

In general we were on schedule with regard to the assessment design at that point. All data which the original plan called for to be gathered at that point, had been gathered. Most of these data had either been treated or were, at that point, in the process of being analyzed.

In presenting more specific information concerning the first semester status of assessment activities, the three foci mentioned above (i.e. (1) subjective reactions of participants, (2) psychometric dats, and (3) development of new assessment techniques) will be used as a framework.

(1) Subjective reactions of participants:

In an effort to tape the participants' global reactions to their first semester of participation in the MTPT, they were asked, at the end of the semester, [illegible] respond to the following request:

> Suppose a friend, who was interested in participating in a repeat of the MTPT, asked you to evaluate the program for her. What would you tell her?

The participants' responses are reproduced in Appendix XII of the first annual report. The responses were, of course, anonymous so at least a minimum of candidness was assured.

A quick perusal of the responses indicates that the responses were unanimous in their favorableness concerning the MTPT and marked by the enthusiasm of this favorableness. There were several themes that seemed recurrent:

1. a sense of intellectual stimulation
2. a feeling of personal growth and development
3. a liking for the program's individualized, flexible nature which demands each participant accept much responsibility for her own education
4. the helpfulness and quality of the staff
5. the stimulation of interacting with other participants
6. the usefulness of extensive opportunities for real, in-school experience

The only comments which would suggest some less positive reactions typically dealt with the question of the program's demands upon the participants' time. Some found the program demanding more of their time than suggested by the term "half-time program." However, even these comments seemed to suggest that such demands were the natural outgrowth of a stimulating, real educational experience. Generally the tone of these comments was "There is so much to do and so much I want to do," rather than, "I'm overworked."

Another type of subjective data gathered dealt with the participants' ratings of the usefulness of various aspects of the program. Participants were asked to rate the components along an extremely unuseful-extremely useful continuum. The results of these ratings (represented by the number of ratings falling in each of the line segments) are presented on the following page.

Frequency of Ratings on the Dimension of Usefulness for 15 Training Components

	1	2	3	4	5	NA*
1. Zimmerman's Class		1	6	4	9	
2. 33 Books		1	3	9	17	
3. Junior Great Books (Dynamics of Group Discussion)		2	2	6	18	2
4. Leading Junior Great Books discussion groups				2	12	16
5. Guest Speakers				10	20	
6. T-groups	1	2	3	5	4	15
7. HDI groups (Relationship Improvement Program)		1	5	5	4	15
8. Seymour School Tutoring			2	2	11	15
9. Seymour School Seminar			1	6	14	9
10. Try-out Teaching					14	16
11. Stonehedge School Tutoring			1		4	24
12. One-to-One Conferences with Director				11	19	0
13. Training in reading analysis & diagnosis		1	3	5	22	
14. Language Arts of Individual Inquiry Series				6	24	
15. Supervision of teaching	1	1	4	7	13	3

*Legend

Score 1 = extremely unuseful
Score 5 = extremely useful
NA = not applicable

(2) Psychometric data

In accordance with the assessment plan, three sets of data were to be gathered by the end of the first semester: communication task data; PDI-5 data; and MTES teaching stems data. (See assessment design outline, above, for a description of these instruments.)

The communication task data was gathered at the beginning of the first semester and again at the end. In order to prevent scoring bias (i.e. a tendency, in this case, to judge the later interviews as "better") the audio tapes which serve as the basis for these data were not scored until both pre- and post-interviews were available and could be coded so that the raters could not tell if they were judging a pre- or post-interview.

The PDI-5 is an instrument specifically designed to measure the extent to which an individual uses interpersonal and non-interpersonal dimensions in conceptualizing his relationships with others. It was felt that the MTPT, with its central emphasis upon sensitivity to individual differences, and its emphasis upon individualized instruction, should have an impact which would show up on the PDI-5. The result of the first semester's pre- post- analysis is presented on the following page.

t-Test of Pre- Post Interpersonal Component Scores on the Personal Description Instrument (PDI-5)

Pre $\bar{x}$	s.d.	Post $\bar{x}$	s.d.	t	p
8.96	1.4	9.23	1.5	.74	N.S.

The results indicated that there was no significant change in the extent to which the participants, on the PDI-5, used interpersonal dimensions in describing other people. These findings have several possible meanings:

1. There was, indeed, no change.
2. The PDI-5 was not a sufficiently sensitive instrument to pick up changes which may have occurred.
3. Not enough time had passed for the experience of the MTPT to have been integrated into the participants' functioning, and, hence, change on the PDI-5, which may be apparent in the future, had not yet been manifested.

The first alternative could not be dismissed. However, during the remainder of the program further attention was to be given to the PDI-5 (both in terms of its modification and its re-administration) to shed further light on this aspect of the Program's impact.

The eleven MTPT teaching stems (incomplete sentences) had been examined to determine the kind and direction of change which had taken place, over the semester, with regard to the students' attitudes in such areas as: how children learn, what is an effective classroom, how they conceive of children in general, what are the teacher's responsibilities (to children, parents, school, etc.), and what is the function of education. For example, the first stem asked the student to write down her reactions to "As a teacher I could help students acquire competency, skill, knowledge, in specific areas by:..." Another stem asked for responses to "Children by nature are:..."

The eleven teaching stems were administered to the trainees at the beginning of the program and again at the end of the f[illegible] semester. For each sentence stem they (the students) could make as many or as few completions as they desired (within the time allotted); thus the students were limited only by the number of separate and distinct ideas evoked by each sentence stem.

In analyzing the responses to the teaching stems, some important differences were noted in the responses on the post-test. In general, and by way of summarizing these responses, most of the trainees used less "I as a teacher would...," type of responses; and used more statements reflecting an awareness of and need to consider the student as an integral part of the learning process. Post responses were more explicit in terms of viewing learning, classroom atmosphere, and teacher-student relationships as a cooperative and mutual effort. Responses showed a need for less structure and rigidity in the classroom, and an openness to allow the child to digress from prescribed material, and to pursue related material motivated by his own interests. Post responses put greater emphasis on more creative approaches to learning, utilizing the child's environment, and one-to-one learning situations and spontaneity. Less concern was expressed about discipline, control, convention, and respect due to the teacher. Stress was placed on allowing the student to express divergent opinions; on understanding himself and others; and on creating a classroom which would encourage the student to be independent and responsible for his own development.

(3) Continuing development and implementations of assessment procedures:

At the end of the first semester, and looking ahead to activities slated for the fall, attention was increasingly being directed to designing techniques for assessing the participants' behavior in live teaching situations, and for determining, ultimately, the results of this behavior upon various aspects of pupils' performance (e. g. academic competence, attitudes toward education, ability to engage in self-direction, etc.)

Most immediately, attention was focused upon developing a framework which could be used to describe, understand and analyze one-to-one teacher-student interaction (with regard to both cognitive and affective dimensions). Such a framework was intended to serve not only to record each participant's growth in teaching competence but, as well, serve as a diagnostic tool contributing specific information concerning each participant which could be used to suggest specific areas and skills necessary to her growth in effectiveness.

Looking further ahead we were beginning to clarify in behavioral terms the type of impact which we hoped the MTPT teacher will have upon her students and upon the school community at large. As this clarification proceeded we gradually worked through to criteria for assessing the impact of our people upon the real world of students and school.

What is the assessment plan and information to date?

- I. Current status of assessment activities
  - A. Internal focus*
    - 1. As outlined above a series of instruments have been administered to gather data about the participants with reference to the following areas: 1). general psychological functioning; 2). educational attitudes; 3). inter-personal effectiveness. This data has been tabulated and entered in the data bank for each participant and will serve as a basis for tracing the patterns and type of development which takes place in the participants at the MTES progresses. An example of this analysis is the following findings dealing with the MTES Teaching Stems.

Table 1: Changes from a teacher-determined learning environment to a more child-centered learning environment in the MTES Teaching Stem scores.

$\overline{Xc} = 35.4$,	Sd = 3.96	t. = 2.86, p = .01
$\overline{Xc} = 32.13$,	Sd = 5.6	

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* that focus of the assessment plan which looks at changes in the participant over the length of the program.

This analysis, which was carried out in connection with an effort to refine our selection procedures, indicates that over the course of the time period considered there was a significant shift in the participants' responses to the teaching stems, reflecting a tendency for these responses to emphasize student-directed and initiated activities, and to emphasize the teacher's encouraging exploration and independence in learning activities in a warm and supportive environment. The responses to these also showed a significant shift in the direction of utilizing the learner's perspective and frame-of-reference, with the child's needs being a prime guiding factor.

2. One of the instruments administered to the participants in June, 1969, as a part of the internal assessment focus was the Program Evaluation Questionnaire. It was designed to provide information concerning their perceptions and evaluations of their experiences in the program during the previous year (1968-69). The questionnaire, with a summary of the students' responses is included as Appendix X. It was marked ~~unanimously~~ anonymously by the students.

The questionnaire, viewed as a whole appears to support the following conclusions:

1. Students felt very strongly that success in the Program depended upon students' development of their own goals and not upon one's skill in "playing academic games."
2. The Program was rated extremely flexible--individuals are able to modify their own program of study to meet their individual needs.
3. Students evidenced a high amount of personal involvement and investment in the program.
4. The relationships between the staff members of the Program and individual students, and between members of the Program student body were characterized as highly personally meaningful to each student.
5. The items on the questionnaire that dealt with overall evaluation of the program showed scores that placed an overall evaluation of 4.59 out of a possible 5 points (on the scale from "Strongly Disagree" to "Strongly Agree"). Thus the students responded positively, in the extreme, to questions asking them to evaluate the Program in general terms.
6. In evaluating the courses taken in the Program (presumably the students were considering the math course and a children's literature course, plus other courses taken by individual students) students were less in agreement as to the relevancy of the course. The response to Item 21, "There was little irrelevancy in my courses," and to other items which could be interpreted to refer to the formal courses and seminars, suggested that students found irrelevancy but that in general they found the courses pertenent to their needs.

B. External focus*

1. After some initial difficulty in locating a comparison group, a group of women comparable to the MTES participants, was obtained from students enrolled in the latter stages of the MAT program at Syracuse University. The comparison group was administered instruments and other data-gathering procedures (e. g. communication task) the results of which will be compared to those of MTPT participants. It is anticipated that these comparisons will yield information concerning the impact of the experimental MTPT vis-a-vis those of a more traditional teacher education program.
2. During the spring of 1969 attention was given to making plans for looking at the impact the participants will have upon students as they enter public classrooms during the academic year 1969-1970. We are interested in tracing the development of the students of MTPT participants with reference to the following areas: academic achievement - math, reading; educational attitudes; and self-directing skills. Our plan currently is to match each of our participants' classes with a class of comparable students in the same school, to see if there are significant differences in the development of students over the academic year 1968-1969.

II. Refinement of selection procedures

Logically, next time a group is selected for a program similar to to the MTPT, the persons selected should resemble the best students in present prototype program, both in terms of their abilities with children and their abilities to fit the kinds of challenges that the MTPT poses to students. In an effort to determine whether the test instruments which had been administered to all the MTPTers, when they first entered the Program, could provide us with objective data for selection of entrants into the program, appropriate statistical procedures were carried out using seven of the measuring instruments originally given to the MTPT students. (Actually, six of the instruments were originally given to the students. One, the Miller Analogies Test, was taken a few weeks after the students entered the program.) The results of the statistical analysis indicated that one instrument could be dropped from further use, two instruments could be used for the continuing assessment of participants in the program, and four instruments could, with a fairly high degree of reliability, be used for selection of entrants into the program.

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* that focus of the assessment plan which looks at the impact of the program upon participants in light of the impact of traditional teacher education programs.

In terms of refining the selection procedure for entrants into the program, the first step taken was the formulation of three specific behavioral criteria and the selection of five participants who most resembled these criteria (High group) and five participants who least resembled the criteria (Low group). The criteria used were as follows:

A. The participant critically analyzes her own assumptions, and explores and clarifies these assumptions (continually) and sets aims in light of these assumptions.

B. The participant critically analyzes and defines her own behavior within a context of positive self-understanding.

C. The participant communicates and expresses important (to her) thoughts and emotions spontaneously, with openness and honesty.

In analyzing the statistical data we were specifically interested in two things: 1) which instruments could distinguish a statistically difference between the High and Low groups on the behavioral criteria; and 2) would the scores on these same instruments, therefore, provide us with useful data for selection of entrants into the program.

Although most of the measuring instruments were administered on a pre-post basis to the participants in the program, we were primarily interested in whether there were statistically significant differences in the pre-test scores between the two groups, rather than in measuring change on a pre-post basis for purposes of selection of entrants into the program.

Four tests, the Watson-Glazer test of Critical Thinking, Miller Analogies, Dogmatism Scale, and a version of the Parental Attitude Research Inventory (P.A.R.I.) which was modified to deal with teacher-student relationships were found to yield reliable and in some cases, statistically significant data, which could be utilized for selection of entrants into the Program. Analysis of variance was conducted on all the tests for the High and Low groups as well as an intercorrelation matrix. The statistical data follows:

TABLE I. Comparison of Pre-test scores obtained by the High and Low Groups on four tests.

Test	Group	Pre-test X	Sd.	t	p
A. Watson-Glazer	High	81.0	5.33	2.51	.05
	Low	71.0	6.90		
B. Dogmatism Scale	High	96.0	25.09	.975	n.s.
	Low	118.4	44.79		
C. Miller Analogies	High	60.80	13.17	1.55	n.s.
	Low	48.80	11.12		
D. P.A.R.I.	High	83.00	13.93	.416	n.s.
	Low	75.40	20.97		

TABLE 2.0 Analysis of Variance-Watson-Glazer (Form YM)*

Source	Sum of squares	d.f.	Mean Square	F.
Between	240.1	1	240.0	6.30
Within	304.8	8	38.1	
	554.9	9		

* The results of this test were significant at the required .05 level.

TABLE 2.1 Analysis of Variance - Dogmatism Scale*

Source	Sum of squares	d.f.	Mean Square	F.
Between	1254.40	1	1254.40	.951
Within	10545.20	8	1318.15	
	11799.60	9		

* The low group scored higher, and although the scores failed to reach signific
the differences were not due to chance fluctuation.

TABLE 2.2 Analysis of Variance - Miller Analogies*

Source	Sum of squares	d.f.	Mean Square	F
Between	360.0	1	360.0	2.42
Within	1189.6	8	148.7	
	1549.6	9		

* The high group scored significantly higher and although the differences were
statistically significant, they were not due to chance fluctuation.

TABLE 2.3 Analysis of Variance - P.A.R.I.*

Source	Sum of squares	d.f.	Mean Square	F
Between	176.4	1	176.4	.173
Within	8145.2	8	1018.15	
	8321.6	9		

* No significant results were found - however, this test correlates quite highl
with the Dogmatism Scale.

TABLE 3. Correlations for the Four Tests Used in Selection

	Miller's	P.A.R.I.	Dogmatism
Watson-Glazer	.21	.09	.07
Miller's		-.37	-.50
P.A.R.I.			.55

In summary of the statistical data then, it was found that the pre-administration of the Watson-Glazer significantly differed between the two groups, and the high group scored in a more positive-direction on the Dogmatism Scale, Miller Analogies and Watson-Glazer. Although the results on the tests, other than the Watson-Glazer were not significant, an intercorrelation matrix for the groups indicated a fairly high negative correlation (-.50) between the Dogmatism Scale and the Miller's and a high positive correlation (+.55) between the Dogmatism Scale and the P.A.R.I.

It was felt that a clearer indication of distinguishable differences could have been attained if the size of the two groups were increased, since a number of the tests which were hypothesized as being able to detect differences just barely missed reaching statistical significance; in addition, a review of both the statistical and demographic data indicated that the High group was a much more homogeneous group than the Low group.

However, on the basis of the correlations that existed, and the significant Watson-Glazer score, it was felt that a reliable profile on which to base selection had emerged, i.e., we would look for an individual to score high on the Watson-Glazer and Miller Analogies and low on both the Dogmatism Scale and the P.A.R.I. Since the Watson-Glazer and the Miller's apparently measure different facets of the same thing, i.e., critical thinking and the ability to see relationships between things, we felt that these two tests could serve as a check against each other; the same relationship exists between the P.A.R.I. and the Dogmatism Scale. Therefore, for selection purposes, based on the scores obtained by the High group, cut-off scores and a range of "acceptable" scores was determined. These scores, in conjunction with an interview were then used for selection.

TABLE 4 Scores of Individuals Who Applied for Admission Into the Program

	Watson-Glazer	Miller's	Dogmatism	P.A.R.I.
Acceptable Range	75+	50+	* 95-120	** 65-80
High Group (Mean Scores)	81	60	96	83
Low Group (Mean Scores)	71	48	118	75
Applicants				
A	87	73	118	85
B	82	73	113	74
C	68	69	72	56
D	81	66	120	113
E	73	61	111	80
F	84	60	94	81
G	84	50	113	85
H	54	48	107	67
I	69	44	109	55
J	66	39	123	93
K	67	31	123	103
L	63	26	114	85
M	81	43	93	83

* Individuals A.B.D and G were selected as having most closely "fit" the profile for selection, all having scored high on the Miller's and Watson-Glazer and within the acceptable range on the other two tests.

**This range was one standard deviation above the mean.

APPENDICES

Appendix I

PROFILE OF TRAINEES IN THE MID-CAREER TRAINING FOR PARTNERSHIP TEACHING[1]

SELECTION

Initial screening by telephone:		Checked on Baccalaureate degree; residency in area; amount of elementary education experience.
Applications sent out:	110	
Applications returned:	93	Of these, 7 were eliminated because of too much elementary education coursework already taken 86 were tested (Rokeach Dogmatism Scale, Personal Orientation Inventory and Sentence Completion task)

Of the 86 tested, 57 were interviewed; each member of the selection committee then rated the results of the three variables--response to application form, testing, and interview.

33 were asked to join the program; two declined; one substitution was made bringing the class to 32.

DESCRIPTION OF TRAINEES

AGE	Range from 25 years to 49; average is 37; mode is 36.
RESIDENCE	The majority of the women live in Syracuse although almost all suburban areas are represented including Cazenovia, Skaneateles, Jordan, and Brewerton.
PLACE OF BIRTH	29 of the women were born in eastern states including 20 from New York. One each were born in Georgia, Louisiana, Iowa, Pennsylvania, and California; One foreign-born from East Prussia.
MARITAL STATUS	All women in the program are married.

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[1] Compiled by Mrs. Mary Iversen

CHILDREN	All except one have children. 91 children in all; the majority have three children each, several have four each, one has five children, one has six.
AGE OF CHILDREN	Age of children ranges from 2 years to 24. Fifteen of the women have 12 year olds; twelve have 9 year olds.
EDUCATION OF CHILDREN	Four children in the group are still at home; all the rest are in school, ranging from nursery school to college. Two are working on Master's Degrees.
OCCUPATION OF HUSBANDS	The husbands of the women are employed in a variety of occupations with the majority being professional men. These include 7 engineers, 3 professors, 2 doctors, and 3 lawyers. In addition, there are two contractors, a city planner, a microbiologist, a chemist, and others in business and insurance.
EDUCATION OF HUSBANDS	The husbands of the women are a highly educated group. There are 2 with high school diplomas; 1 with an Associate of Arts Degree; 3 with two to three years of college work; 13 with Baccalaureate degrees; 2 with MA's in progress; 5 with PHD's and 1 in progress; 2 with MD's and 3 with LLB's.
RESIDENCE IN COMMUNITY	The women have lived in the greater Syracuse area from nine months to 48 years. The average length of living in the community is 12 years.
COLLEGE ATTENDED & FIELD	The majority of the women attended eastern colleges; there are 15 Syracuse University graduates. 19 were Liberal Arts majors 4 were Home Economics 1 each were in math, French, music, nursing 5 were science majors
OCCUPATION	Four of the women in the group have never worked following graduation from college; 4 were employed at the time of their interview; 2 were employed part-time. The rest had been employed in a variety of jobs including work as a secretary, speech therapist, department store buyer, social worker, ad writer, translator, teacher, and nurse.
OUTSIDE ACTIVITIES	In general, the women in the group had contributed many hours in volunteer work including Church, Scouting, PTA, League of Women Voters, Hospital. The majority had done some informal teaching in nursery schools, Sunday schools, recreation programs, or as school volunteers. Five had substitute teaching experience.

COMPOSITE PICTURE

A 37 year old Syracuse University Liberal Arts graduate who is married to a professional man. They have three children and have lived in Syracuse or its suburbs for 12 years. She quit her job to have a baby, has not resumed working but contributes many hours of volunteer help in the community. She has gained considerable informal teaching experience with children through Scouting or Sunday School.

Appendix II

TWO SAMPLE "GOALS PAPERS" AT THE END OF THE THIRD SEMESTER

(These papers were written at the conclusion of the third semester in the prototype Mid-Career Training for Partnership Teaching Program. The requirement that was emphasized at this time, was that each student define her goals behaviorially as far as was practical. Thus the stage was being set for the student to begin teaching in September and to begin collecting evidence on the changes in children's behavior that she detected taking place.)

> This paper was submitted by an MTPT student, mother of 2 children (9 and 17 years old) who was formerly a welfare worker before she began her family. She was a board member of the League of Women voters and a member of the International Wives club, at the time she entered the Program. Her husband is a mechanical engineer with a large Syracuse firm.

I will be teaching a half day in a third grade at Cazenovia Green Street School during the 1969-70 school year. I will be in charge of the language arts and social studies program.

My goals in teaching are really innumerable and in constant movement, intermingled and overlapping. Sometimes I find it difficult to separate one from another. For the purposes of this paper I will extrapolate those goals which are most important to me for teaching my third grade class next year. By the end of the school year I expect the children in my room to be reading independently, widely and avidly, and with some degree of discrimination. I hope to see some behavioral changes brought about by helping children clarify and form values. Another goal might be termed a citizenship goal - it will be important to me to help children understand the role of participation in a democracy.

My main goals, as mentioned above, in the language arts program are that each child by the end of the year will be reading independently, widely and avidly, and with some degree of discrimination. I'm sure this must be the ultimate aim of all reading programs and yet this goal has not been achieved in America. Public libraries have for years featured children's books and story hours and there have been school libraries offered most children. Why have these books not been used more widely? Why are children not reading more avidly and independently? It is my belief that set library "periods", categorization through basic reading texts, supplementary readers, instructional texts, and undesirable group competition has "turned off" many kids in reading.

I believe that an individualized reading approach in teaching the language arts with a large variety of reading books available offers more advantages than simply the obvious results of higher test scores. Children read more, read faster, enjoy it more, and are exposed to more varied information and ideas. The language arts should become a more integrated program and more emphasis put on oral and written expression and critical thinking. The children can be given more opportunity to manage themselves, make choices and feel a greater self worth.

If a child becomes an avid reader early in life, he discovers how much there is to know on almost every topic. He is more likely to become an avid reader if he is reading a variety of books rather than a day by day lesson in a special reading book. In the past, emphasis has been placed on reading for comprehension and skills but we have failed to produce a truly reading public who pursue reading as a continuing regular way of learning. Therefore, along with helping kids learn to read and comprehend what they are reading, I hope to help kids become avid self-propelling readers.

In the past, teachers have taught kids to recall or "give back" information. More emphasis should be placed on critical reading or reading in the decision-making process. The conscientious citizen, the type we hope to be developing, needs to be able to make decisions. He needs to know how to seek out data and make an intelligent analysis and decision rather than be an opinionated non-thinker.

In my goals paper, February 1969, I concentrated on how I intended to help children clarify and form their own values. I mentioned that this was important to me as I felt children were finding it more and more difficult to decide what is right, what is worth valuing, what is my purpose, etc. I plan to deal with this in my classroom largely through the study of children's literature, children's social studies reference books, and newspapers. Provocative type questions about literature and history will help a child form his values. I would like to refer to that paper for a broader plan on how I hope to achieve this goal in my classroom.

In our classroom and especially through the social studies program, it will be important for me to help children understand the role of participation in a democracy (i.e. demos - people; cracy - to rule). I fully realize that third graders are not to be expected to acquire a sophisticated understanding of democracy. I do believe it is essential for young children to begin to understand the basic concepts. The basic concepts I hope the children will derive are:

> Democracy is more than a government, it is a way of life. It stresses how changes may come about rather than what the changes will be. The laws and rules change in a democracy as the people change and should represent what the people want and value. There is no limit here and if the people are not getting the government they want, it is their responsibility to change it.

CLASSROOM PLANS

In the beginning of the year I will take an inventory to determine what skills my pupils already possess and I will build upon this foundation rather than upon some theoretical conception of what kids should know when they enter the third grade.

I will use Dr. Newman's analysis sheet and the Spache Test to determine where each child is in reading and what skills he needs. I will give the spelling test and take several samples of the children's writing as suggested. These samples will be used for assessing ability to express himself, imagination, punctuation, etc., as well as legibility.

Early in the year it will be essential for me to explain to the children what reading is all about. Here I intend to follow the lines used by Dr. Newman in Chapt. I and Chapt. II of "Moving Toward Independence in Skillful Learning".

As pointed out by Dr. Newman, much of this can be done working with the whole classroom. However, I will need to meet with each child individually and show him where he is in reading according to the analysis sheet and Spache, and plan with him what needs to be done in order for him to move along toward independence in reading.

Every morning the children will read independently for approximately forty minutes. During this time I will be holding individual conferences or working with a small group of children encircled around me-each one reading from his own book and receiving help as needed on the spot.

The children will be selecting their own books. Consequently, I will need an adequate supply books with a wide range of interests and levels. I will need to prepare the children for the new approach, help them in choosing their books, and help them see how reading can serve their purposes.

At first I will arrange individual conferences with the children. During these conferences the child may read to me from his book or we will work on some skill he needs. I will keep records of his interests and difficulties. Eventually, as the children become more independent and assume responsibility for their own learning, I expect the children to schedule their own conferences with me.

The record keeping for this individualized reading period will be very important. The children will keep a record of each book they read (see Appendix A) with the title of the book, author, date finished, and comments. These sheets will be kept in separate folders in the classroom filed under each child's name. A child will be able to refer to the file to find out how many books he has read, or to recollect something about the book. Another child may ask to read another child's comments about a book before he decides to read the book himself. This file is confidential if the child wants it so.

My records will be kept in a loose-leaf notebook. (see Appendix B) I will allot a double page for each child, arranging the class alphabetically. In between the double page I will insert Dr. Newman's analysis sheet on the child so I will have immediate access to the child's reading level and skill needs. In the "Books Read" column I will put the date and the book title. I will note books which have been discarded by the child and over a period of time perhaps a pattern of reading begins to show. The "Interests and Comments" column is for any comment I want to make depending on how the child reacts to the book read. On the opposite page I will keep a record of conferences, what we have worked on, what special help is needed, and any special feedback. As the pages are used a new one can be inserted on top.

Each day we will have "Talk Time" where the children will be given an opportunity to talk about a book they are reading, some news they wish to tell, something of special interest, or a complaint they may wish to register. I expect this to be communication with a purpose and we will use this opportunity to improve oral communication, critical thinking, and for valuing. At times I will use chart stories to integrate the total language arts program and possibly science and social studies. Here I hope to capitalize on the unexpected, the interesting, the incidental.

In teaching the language arts skills I will do some grouping depending on the needs of the children. I believe skills should be taught functionally rather than formally. By this I do not mean incidentally or "catch as catch can" but rather within a framework understood by the child. The particular skill must make sense to the child and it must be seen by the child as part of a whole system of skills which are learned for a particular purpose. The skills program will be based on the needs of the children according to the analysis sheet, spelling and writing needs per assessments.

I intend to use the basal reader selected by the school district (ABC) as a text or curriculum guide for myself. I will check that the skills not yet acquired by the children in my classroom are covered. I will also use the basal reader with the children when we need stories common to all children - for discussions, drawing inferences and conclusions, anticipating outcomes, arranging sequence of ideas, stating main ideas, etc. I intend to use the workbooks when relevant (i.e. help children with skills they have not already mastered).

Spelling, punctuation and grammar will not be incidental but based on the needs of the children per the previous discussed assessment. I expect to teach these on an individual, small or whole group basis with children following-up during their independent work time.

At least three days per week I plan reserving a block of time for an independent work period. During this time children will be free to pursue their own individualized program. The children will be free to read, write stories or book reviews, work on needed skills, or work on group projects. I expect the children will need guidance in balancing their schedules and record keeping will be of greatest importance. I will have a folder for each child and at the beginning of each week I will give advice and suggestions to each child on where he needs to help himself and what he should do to follow through for that week. At the end of each week each child checks off what he has completed and lists any additional work he has done on his own. In time I expect some children to assume more of the responsibility for planning their own work.

Reading children's literature with some follow-up discussions will be a vital part of the language arts program. Much work has been done helping children decode the printed word and comprehend what is being read, but in my literature program I am interested in going two steps beyond. One further step is in the area of critical thinking and decision making which I discussed earlier - and going even deeper - can books change the lives of children? In his autobiography, Boris Pasternak says that the biography of a poet is found in what happens to those who read him. What does happen to a reader? Have some books really changed the world? Can a book give a child courage? Can a biography of sacrifice and service influence a child whose parents consider cocktail parties the good life? I don't know the answer to these questions but I strongly suspect reading good literature does change children.

In our social studies program we will use the text which covers the New York State curriculum. We will use the text for understanding but I also intend to use it to teach the necessary skill of using a textbook.

I plan to teach the citizenship concept through the above and through the study of functions of local government in Cazenovia. We will also touch upon the framework of government at the state and federal level and their interrelationships and reliance on the people. I intend to use a great deal of role playing here and the program must be flexible depending on the reactions and interests of the children involved.

We will have a map skill program so children will understand the "ideas" of the North Pole, hemispheres, longitude, etc., as well as the ability to read map symbols and mapping on their own. First they will map the familiar and then move to the unknown.

I will use grouping in social studies for flexibility and interests, not ability. By providing both individualized and group learning situations, and concentrating on learning rather than on teaching, I hope to provide a balance in two kinds of growth; growth as an individual and as a member of society.

ASSESSMENT

In assessing for language arts I will use the following measures in the fall and again in the spring to determine change. I will use the Spache Test and Dr. Newman's analysis sheet; writing samples demonstrating use of grammar, creativity, punctuation, ability to express self, etc., as well as legibility will be kept. Book reviews will be saved.

The children's record (see Appendix A) as well as my record (see Appendix B) will indicate the number of books read as well as the type of books read during the year. My records (Appendix B) will show feedback from the children about the books they have read and about those they have discarded. It will also serve as a record for feedback from one to one conferences with the children. The children's record (Appendix A) asks the children to comment on the book they have read and it also includes an optional question "Did you gain anything from reading this book?". I will use this not only for assessment in the language arts but in trying to assess if the children are valuing.

A letter will be sent to the parents (see Appendix C) asking about the reading habits of the children per Dr. Newman's scale to determine how avidly the children read. This will be checked again at the end of the year.

I have worked up an autobiography - type questionnaire to ask the children pertinent questions early in the year and again in the spring (see Appendix D). This questionnaire contains questions to help assess both reading habits and values.

To help assess whether the children are clarifying and forming values, I will tape some discussions early in the year on books such as The Hundred Dresses, and again at the end of the year. See appendix E. for the type questions I will include on a book such as The Hundred Dresses. I will also set up and tape some provocative role playing situations during our "Talk Time".

I think the climate of the room will give me the best measurement of assessment for the citizenship goal. Are the children participating and accepting responsibility in the classroom?

Some of my assessment will have to be "soft" assessment. In other words I will have to determine behavior change by what I see and hear in the classroom. It will be important for me to maintain adequate records as this type of data needs to be recorded for maximum assessment.

* * * * * *

Following are illustrations of the various forms mentioned above.

(A)

CHILDREN'S RECORD

NAME ______________________________

BOOK TITLE ______________________________

AUTHOR ______________________________

DATE FINISHED ______________________________

COMMENTS ______________________________

(Example - Did you like the book or not? Why?)

____

____

____

____

OPTIONAL - Did you gain anything from reading this book? If so, what?

____

____

____

MARTHA MARKER CONFERENCE RECORD

Date of Conference	Skills Worked On Special Needs Feedback

(C)

Letter to Parents

Sept. 20, 1969

Dear Parents,

I am making a survey of the recreational reading habits of the children in my third grade. I am doing this to help assess if there will be any change in the reading habits of your child at the end of this school year. I will ask you about this again next spring. I appreciate your help in completing the following questionnaire.

Thank you very much.

Child's name____

This child has read approximately ______number of books outside of school the past month.

How many hours per week, if any, does he read voluntarily outside of school?________

Please classify (check) his interest in recreational reading:

AVID - ardent enthusiast for books
STRONGLY INTERESTED - strong interest in books and reading
WILLING - accepts and reads but on the suggestion of others
NEUTRAL - not particularly interested or disinterested
RELUCTANT - "I would rather do something else."
AVOIDING - goes out of his way to avoid reading for recreation
REJECTION - "I don't like to read and that is that".

Signed________________________ Date____________

(D)

Autobiography

Name____________________ Date________________

Address____________________

Birthdate____________________

What is the title of the most recent book you have read?

How many books (outside of school) have you read during the last two months?

What is the best book you have ever read?

Do you like to read?____________________

What kind of books do you like best?

Would you rather read or watch TV?

What is your favorite store?____________________

What do you like most about school? Why?____________________

What do you like least about school? Why?____________________

Is your teacher always right?____________________

What clubs or activities do you belong to? (Example - Cub Scouts, Little League,)

(D) - continued

Why do you belong to these clubs?

____

____

What do you like to do most in your spare time?

____

____

If a big boy said to you "Come along, let's steal some candy from the store" - What would you do?

____

____

Why do you think children go to school?

____

____

What do you like most about your best friend?

____

____

What are you the most afraid of?

____

What did you eat for breakfast this morning?

____

Thank you for answering these questions!

(E)

Taped Discussion Questions

The Hundred Dresses

by Eleanor Estes

1. Why did Wanda move away?
2. Was Wanda different? If so, what was different about her?
3. Why did Peggy and Maddie continue to ask Wanda how many dresses she had?
4. Why did Wanda say she had a hundred dresses?
5. Was Wanda telling the real truth when she said she had a hundred dresses?
6. Why didn't Wanda talk with the girls at school?
7. Why did Peggy and Maddie go up to Boggin's Heights?
8. Why didn't Wanda answer Peggy's and Maddies' letter?
9. Why did Wanda paint Peggy's and Maddies' pictures on the faces of two of her drawings?
10. Do you think Peggy felt as badly as Maddie about asking Wanda about the hundred dresses? If you believe Maddie felt worse, then why? If Peggy, why?
11. If you were Maddie, what would you have done when Peggy continually asked Wanda how many dresses she had?(seek out as many individual answers as possible here?)
12. How do you think Wanda felt when the girls asked her how many dresses she had? (again seek out as many individual answers as possible here)
13. Do you think the story might have been different if Wanda had a mother?
14. Should the children or the teacher in Wanda's classroom have done anything differently in order to make Wanda feel more at home? If so, what?

This second goals paper was written by an MTPT student who also is a mother of two children (13 and 14 years old). Before she had her first child she was a welfare case worker and an adoption worker for four years after she had her first child. She was the assistnat leader in a junior high school girl scout troop and graduated with a BA in psychology with a minor in sociology. Her husband is a manufacturer's representative in the Syracuse area.

Perhaps my third grade class at Seymour School next fall will have as many as thirty children in it. How will I do an individualized program with that many? Is it possible to teach these children to become increasingly self-directed and responsible for their own learning? What are the best ways of assessing the children and keeping accurate records of their progress?

Now that I am completing a semester of trying to answer these questions with a group of twelve children, I am very aware of how difficult it will be with a full class.

One of my first concerns will be classroom management. The room must have a comfortable atmosphere and be conducive to laerning. Both teacher and student must be able to practice self-control and respect the rights of others. I want each child to feel secure and safe in my classroom. I will have to teach the children what kind of behavior I expect and it is my plan to do this by being firm and consistent. I also believe that children learn from the example set by the teacher. How can a teacher ever expect her students to be enthusiastic, honest, patient, fair or any other quality if she does not practice this herself? Therefore, I will have to be sure of what I am expressing by my behavior. I will have to be open, honest and trusting so that the children will get a clear perception of my expectations.

In order to do an individualized program in language arts, I will first assess the children with the Spache Informal Reading Inventory and the R.E.N. Skill Analysis to know where each child is in his reading. My partner will work with me on the reading and skills testing because we will both be doing language arts teaching. To accomplish the assessing quickly, we plan to work full time during the first few days or weeks of school. The attached assessment form (Table I) is what I plan to use to keep a record of the class progress. By coloring in the squares I will be able to tell easily what needs work and what skills are already learned. This sheet will be kept in my notebook with other class records. Another sheet (Table II) will be for the child to keep in his own folder and a way for him to keep track of his own progress. In reading I will keep a record of the books each child reads. My notebook would be indexed by the child's name and would have all of the child's progress sheets easily available.

In math I plan to assess with the Graebell computing test and the levels test that go with the math book in problem solving and concepts. I hope to test the children before much math teaching begins. Although I plan to be part of the school levels system in math, I hope to do an individualized math program. The attached assessment sheet (Table III) will be used to keep track of the child's progress in math skills.

It is my intention to give each child some tests to determine self-concept. I am interested in discovering if there is a relationship between a child's self-concept and his academic and social success. After reading about various ways of determining self-concept, I have decided to try Ira Gordon's, How I See Myself Scale, the Danforth Draw A Face Technique and perhaps a sentence stem questionnaire. I do not expect this to be a very valid assessment, as I have learned that determining self-concept is difficult to do and I am not an expert in this area. Whatever develops from these tests will help me know more about each child and I will be better able to understand him.

My partner and I have tried to divide the curriculum to give us each an opportunity to emphasize language arts and reading. We are assuming the school math program will come in the morning and I will then teach math. If it comes in the afternoon, my partner will teach it. In the morning I will emphasize reading and phonic skills. Although I will start out using the school's basal readers, I intend to develop an individualized reading program where the children will have to know how to choose a book on their own level. I will also introduce the new idea (to many of the children) of reading a complete book. Hopefully, the children will learn that reading can be fun and also useful. I would like to try out Dr. Newman's handbook and teach the children what reading is all about with emphasis on accepting responsibility for their own learning.

PART II: A Typical Morning

As Mary comes into Room 205 she is thinking about her mother and the new baby sister that will come home from the hospital today. She hangs up her coat and quickly comes up to my desk to tell the good news. I share Mary's excitement and suggest that she might like to write down some of her feelings. This could be her writing for the day. I also suggest that Mary tell the class about this special day at newstime. Mary then picks up her language arts folder and settles down at her desk. As she looks over the work in her folder she thinks about the syllable blends on the work sheets she did yesterday and checks to see if she did them right. There is a note from me telling her the work was well done. Mary knows she needs to learn many of the blends and vowel elements. She has learned the consonants and has checked them off on her progress sheet stapled to the inside cover of her folder. Although she notices the new sheets with new blends on them, she decides to do them later. With a feeling of satisfaction she gets busy on her story about her mother and baby sister coming home from the hospital.

By this time the other children are looking over their folders and the bell has rung. After taking attendance and doing the record keeping the school requires, I have time to walk about the room helping children with their work and making notes about the children's progress. I plan to use a master sheet with the class listed down the left and a line to write in notes about each child. Each day I will start a new sheet.

At 9:20 we meet in front of the room for news or chart story. This is finished by 9:45 or so and the children then pick up their Sullivan programmed reading material and spend a half hour working quietly at their seats. At 10:20 we have our lav. break.

From 10:30 to 11:00 the children divide into groups and get busy reading. The children who are non-readers use this time to learn the basic sight words and work on their phonic skills. The children know just what to do because their assignments for reading time are given in their folders. As the children work, I circulate, help with words, jot down page no. a child has reached and ask a few questions to see if a child understands what he is reading. When it is 11:00 the children must put away their books and some leave to go to other rooms for math. As children come in for math they pick up their math folder and get busy on their work sheets or computing practice sheets. After 15 or 20 minutes of folder work we meet together for a group lesson at the board or perhaps a game to learn our basic facts.

The morning is over all too quickly and it is clean-up time. It is my plan to have a different child stay for five minutes or so to review his work and have a one to one conference. I hope to tape these conferences to evaluate my skill at helping children and also to note changes in the child's ability to increasingly take responsibility for his own learning.

It is my feeling that carrying out the program I've planned will be difficult and will take a great deal of preparation. Keeping folders on each child in both language arts and math means checking the work daily. I hope to do some of this with the child during class time but I will have to plan new work for the next day after class. Hopefully, the planning will be shared with the child as he becomes more self-directed. It means that some children would eventually need only brief reminders to carry through work planned. Other children will need a great deal of specific direction. I look forward to meeting each child at his level of achievement and working with him toward a goal of maximum learning experience for him.

TABLE I

GE = Great Emphasis
E = Emphasis
LE = Little Emphasis
M = Maintenance

NAME	LANGUAGE ARTS SKILLS																
	Basic Words	Letter Sounds	Consonants	Blends	Diographs	Syllables	Vowel Elements	Blending	Basic Spelling	Handwriting	Alphabetizing	Short Vowel	Long Vowel	Hi-Lo Practice	Chart Stories	Reading Readine (need to decode,

TABLE II

INITIAL TEST	Spache										
DATE											
STUDENT	max. oral										
	max. silent										
SIGHT WORDS	220								220		
SOUNDS OF LETTERS	17								17		
REGULAR CONSONANTS	17								17		
REG. CON. BLENDS	17								17		
COMMON DIGRAPHS	24								24		
COMMON VOW. ELE.	17								17		
BLENDINGS	10								10		
SPELLING WORDS	50								50		

Blackened area - findings on initial test date.

TABLE III

GE = Great Emphasis
E = Emphasis
LE = Little Emphasis
M = Maintenance

	CONCEPTS																	PROBLEM SOLVING					
NAME	Addition	Subtraction	Multiplication	Division	Money Values	Number Sentences	Place Value	Fractions		Measures	Lines	Commutative A.	Commutative M.	Roman Numerals	Rays	Closed Plane	Closed Space		Addition	Subtraction	Multiplication	Division	Measures

STUDENT MONTH

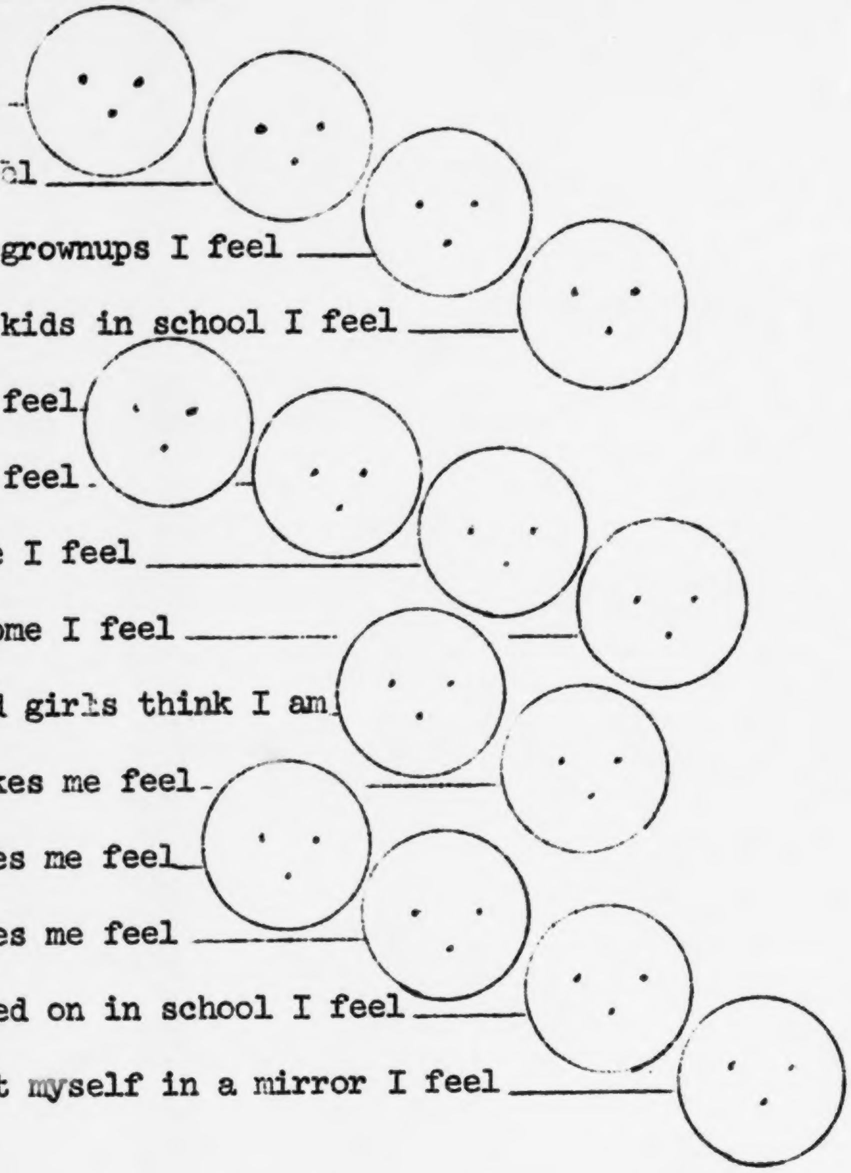
SPACHE SCORE Max. oral Max. silent	CONSONANT BLENDS $\overline{17}$	VOWEL ELEMENTS $\overline{17}$
SIGHT WORDS $\overline{220}$	DIGRAPHS $\overline{8}$	BLENDING $\overline{10}$
INITIAL CONSONANTS $\overline{19}$	COMMON SYLLABLES $\overline{24}$	SPELLING $\overline{50}$

WEEK OF	WEEK OF	WEEK OF	WEEK OF	WEEK OF
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				

I am made up of many "me's," depending on where I am, who I'm with and what I am doing.

The faces below tell how I feel:

1. I usually feel ____
2. In school I feel ____
3. When I'm with grownups I feel ____
4. When I'm with kids in school I feel ____
5. When I read I feel ____
6. When I play I feel ____
7. When I'm alone I feel ____
8. When I'm at home I feel ____
9. Other boys and girls think I am ____
10. My teacher makes me feel ____
11. My father makes me feel ____
12. My mother makes me feel ____
13. When I'm called on in school I feel ____
14. When I look at myself in a mirror I feel ____



NAME ____________________

Appendix III

A SEQUENCE OF THE SAME STUDENT'S FOUR "GOALS PAPERS" - FROM THE FIRST PAPER (AT THE BEGINNING OF THE FIRST SEMESTER), TO THE LAST PAPER (AT THE END OF THE THIRD SEMESTER)

February 15, 1968 (At beginning of first semester)

Today's college student, according to friends in academic circles, is interested in his education as a tool for financial success, rather than as an end in itself; or better, as an opening to continued learning for its own sake. This attitude manifests itself in a society of modern craftsmen who take little pride in their work and who turn their backs on learning new techniques or improving old skills.

I should like to have a hand in shaping a new generation whose philosophy is one of independent search for learning after formal education is completed. In the society nurtured by such a philosophy "Great Books" membership would be widespread, and great books would be widely read without formal membership; more beginner musicians would be adults and more great cooks would be stirring in the kitchen; people would know more and wonder less about "what goes on in Albany;" more interest would be shown in community affairs, so that serious problems would be anticipated and solved before they erupted in rioting; and the threat of air pollution would be clearly seen before it was time to don gas masks! If such a way of life were truly possible (and I sincerely hope it is), then a man who took pleasure in continued learning in his own field and in curiosity in others would not only turn out an increasingly better product but also help create a society in which the members were able to understand each other and communicate on a level we don't often see today.

A teacher could start a child on the way to membership in this society by helping him relate material in the curriculum to his own environment, to his own interests. A third grade girl who haunts the library for every one of Carolyn Haywood's "Eddie" books, and the fourth grade boy who plants kidney beans and avocado seeds and designs his own soil testing experiments at home, both have a chance of becoming members of the generation I have described.

After training in the MTPT program, I hope to be the kind of teacher who can leave an impact on elementary school children, as a very few teachers have touched my own children, and me. This kind of teacher conveys an excitement about the unknown--everything that is not already in the child's frame of reference--that motivates him to exercise his total ability and all his acquired skills in seeking out and understanding something new. This teacher draws no limit to the creative ways she'll introduce a subject and stimulate the imagination, yet always keeps in mind the importance of building a fund of basic knowledge, of underlying skills.

As I understand it now, the interaction between the elementary school teacher and student has these several elements:

(1) The teacher exposes the child to the curriculum. By the curriculum I mean the framework or guide containing the basic course of study for a grade that is generally accepted by the school and faculty. The curriculum is not an end in itself, but more like a room through which the teacher guides the student. At the end of the room are many doors--the student himself chooses the door by which he leaves the room.

(2) The student responds to the material presented according to his own ability, skills and interests. A skillful teacher presents the material in such a way that each child finds something to "hook onto." In a social studies unit, the child who doesn't feel comfortable doing library reserach on a country should be rewarded for what he *can* do--writing a play or drawing a map are examples. Every child needs to relate personally in some way to the material or it remains meaningless.

(3) It is then the teacher's responsibility to "broaden the base"--that is, to increase the student's skills and interests, and widen his horizon. The uncomfortable child mentioned above needs to gain confidence in his library skills, so that he doesn't *want* to go through life just drawing maps. In other words, teaching *does* not end with my impact on the child. What's equally important is the child's impact on me--and how I interpret what I understand as his needs to him. The teacher I'd like to be has every student "stretching" the limits of his capacity to learn, and taking pleasure in that accomplishment.

At the beginning of this program I have already had certain experiences (travel, child rearing, group work) which would be useful in attaining my goal. My interests in community life, current events, music, art and nature could enhance my presentation of material to a class. I enjoy hard work, and seem to have an ability to infect others with my enthusiasm. At this point I think I could stimulate the "bright" student, and teach him what I already know. By "bright" student I don't necessarily mean the most intelligent child--I mean the glittering few who are already highly motivated, who come to class like sponges, ready to absorb whatever is presented to them. However, I am aware that a class is made up of bright *and* slow students, motivated and not motivated, well-behaved and difficult ones. I am also aware that merely having gone through elementary school does not mean that one is equipped to teach basic skills, nor does it prove one's own facility with those skills. And certainly, it takes special training to help children become self-directed in their learning.

I expect this program to fill in the gaps in my own background; to increase my own reading facility, library skills and ability to communicate. I hope to learn what's been put into the elementary curriculum since I passed into seventh grade in 1944--modern math, molecular biology, geology and all the rest. I want to have a total picture of the elementary school child and his program, so that I can better understand my own small contribution to his development.

Next, I expect that through reading, advice from experts and dialogues with others sharing their experiences, I shall learn the techniques for presenting material most successfully. I want to know what to expect from certain kinds of presentation, how to handle different classroom situations and what pitfalls to avoid. I expect to learn special techniques for determining weaknesses in children's skills and overcoming them.

For the MTPT group as a whole, I expect that an important aim will be acquiring knowledge of the techniques for assessing skills and ability. Otherwise, it would be very difficult to judge our success in helping children expand those skills and assume responsibility for their own learning. For myself, I hope to acquire the ability to be more objective and less emotional in a classroom situation; to expect less success on a day-to-day basis and to expend less energy at one time. It has been my experience to be emotionally and physically drained at the end of one Sunday School session. People in the field have assured me that with long-range planning and expectation, exhaustion comes from fulfillment, not frustration.

In evaluating the progress we make toward our individual and collective goals it might be helpful to keep a personal log or diary, in which we could record observations and ideas for future reflection. These notes could jot the memory during interviews with advisors or recall situations during discussions. As to final assessment, reading these "goal papers" and subsequent ones with honest appraisal by the group, by advisors and by oneself ought to give a pretty clear picture, as well as traditional "before-and-after" testing.

June 1, 1968 (At the end of the first semester)

With a semester in the MTPT program behind me, I feel that I have an expanded frame of reference from which to determine my goals--as a student in planning my next two years, and as a teacher, in establishing an environment for growth in a classroom. Instead of relying on mere experience as a parent and former elementary pupil to decide what effect I want to have as a teacher, I can count on a broader background based on observations in the schools, contact with knowledgeable people whose philosophies I respect, and stimulating ideas presented in books. In this paper I intend to set down my goals, and describe how I hope to attain them.

Assume that I am a third grade teacher at the Seymour School. Let Benjamin Sweet symbolize for his classmates the child on whom I wish to leave a special impact that will nurture him in his experiences in the "outside world"--an artificial, hostile place where he feels forced, through fear, to respond to a teacher according to her needs (right answers to her questions, right behavior according to her schedule), where the curriculum has no relation to his experiences from 3:00 P.M. to 9:00 A.M., and where little he learns helps him to understand or handle his non-student life.

The teacher I want to be would help Benjamin Sweet bring together these two polarized worlds--because the function of the school should be to lead children toward responsible adulthood as independent thinkers, able to understand and cope with their environment. An individual teacher plays just a small part in achieving this end, but if I am to make my contribution, then I would like to have certain special effects on Benjamin Sweet.

Mr. Sweet is a Negro male slum child and I am a middle-aged, middle-class white female--my first job is to bridge the differences between us and create an environment in which we both feel comfortable being what we are. First I must present myself as an honest, genuine person free of facade, with unconditional personal regard for *him*, another human being hindered by human frailty. I want him to trust me--to know what to expect of me and what I expect of him, know that he will be supported in his honest efforts and that I consider him worthwhile and important. Then I must help him find out who *he* is, to develop an honest self-concept and accept what he finds as potential, not limitation. I want him to look at the world extensionally, with open eyes and an open mind--to see things as they are, to gather data for making new decisions, new opinions--not just fit what he sees into the same old categories. If his vision for the future is clouded by preconceived notions, then I want him to feel free to critically examine his prejudices--that every policeman is an enemy, that fear and compassion are signs of weakness-or anything else that limits his horizon. If I can help him see the world in an extensional way and show that I consider him to be a person of value, then perhaps he will come to hold himself worthy, and a climate for growth will have been established.

In this environment I hope to give him plenty of opportunity to make choices for his own welfare and development. Ben can choose to involve himself superficially or totally in a class project, pursue his own interests sometimes, and choose his own form of creative expression. Perhaps, in spite of the exciting options I hope to offer him he will choose not to participate at all. In that case the challenge will be mine until he can be reached--can more harm be done during a temporary hiatus than in learning by coercion? The purpose for this is to make it possible for Ben to gradually develop his own worthwhile set of values--worthwhile in terms of his comfort and place in the world--without imposing my middle-class female standards on him. The effect I want to have as a teacher is to help children influence themselves--to find values and test them in their own worlds. This probably won't happen during my short contact with Benjamin Sweet, but perhaps I can help set the wheels in motion.

Although Ben's slum world is often fraught with misery, I don't believe that his life must always necessarily be hostile--there are opportunities his parents are not oriented to grasp. If the conscience of the middle-class has been awakened by events in the 1960's, then society in his adult future will be much more open and free, and he should be prepared to cope with that future. If there is a summer camp Ben could attend by merely filling out an application, or a part-time job he could have as a teenager had he the courage to apply, then I want to lay the groundwork in the third grade for a build-up of confidence that will enable him to take advantage of life's opportunities. Our classroom should be exciting and inviting, with real chances for him to contribute to it, according to his own abilities, interests and experience. If I present enough areas for him to explore in many creative ways, and if he feels free to try and free to question, then perhaps he will find achievement based on inner satisfaction rather than fear. The effect I want to have as a teacher is to lead Ben into trying, inventing, and experimenting in new situations in a more independent and self-motivated way.

Now let us turn to Ben Sweet's relationship to the other members of my third grade class. If I have my desired effect as a teacher, then Ben will not only take personal satisfaction from his accomplishments, but begin to feel a responsibility to the group. I hope that he will feel the class goals are his own--that his part in a library project shed light for others and thus his careful attention to detail made the class mural more beautiful. If he is willing to take responsibility for fulfilling the group's goals, he may begin to take responsibility for setting them.

The final effect I wish to have as a teacher is to impart to Ben the feeling I have for learning, without dominating him by the force of my enthusiasm. I feel responsible to expose to him in great variety the areas of art and philosophy that have influenced me, but I do not want to influence him to imitate my value judgments. Although I want him to trust me, I do not want him to accept or reject an idea just because I do. Perhaps his belief in me will make him willing to examine openly some material or idea I present, but he must decide for himself what he really thinks about it. When I bring in a group of Renoir prints, he should be willing to form his own opinions about them, rather than accept the painter blindly as his favorite too. Perhaps he won't like any of R.L. Stevenson's poems, or perhaps there will be one which evokes an emotion because of an experience he had (a ride in a swing?) and he may be inspired to try his own hand at writing poetry. In any event, I hope that Ben looks on me as a resource person rather than judgment maker. I'll feel very much the successful teacher if Ben thinks he's in a class with many leaders and one eager follower.

I expect the MTPT program for the next two years to mirror plans for my future classes: some activities for all based on common needs, and some individual activities just for me and others with the same needs. I expect that several areas of training will be assumed by the staff without special planning on my part. These are:

1. Math and Science. I hope to broaden the base of my own knowledge, and learn the recommended methods for teaching these (the AAAS program?), so that I can comfortably handle various concepts when helping children to develop their basic skills.
2. Library skills. I hope to increase my own knowledge (and confidence) in using library facilities and in understanding the discipline required for doing library research (clarifying problem, notetaking, etc.). I expect to do much of this on my own, but hope to have some guidance from the staff.
3. Behavioral Science. I hope to have more familiarity with theories which will lead to understanding what motivates children, and to dealing with serious behavioral problems.
4. Familiarity with classroom routine, available materials and ability to handle audio-visual aids.

5. An intellectual history of education with emphasis on growth of philosophy of education and its practical applications.

With the above areas covered by the general MTPT program, I can focus on my own strengths and weaknesses in planning an individual program for the next two years. Three things take top priority for next semester:

1. To help Benjamin Sweet get to know and accept himself, I must let him get to know and trust me. I expect to make extensive use of the tape recorder in 1-1 interviews and would like to have the tapes analyzed to assess my ability to express unconditional personal regard, and run an I-We Lab.

2. I should like to test my tendency to dominate, and strengthen a weakness besides, by working with a group of children on a library research project--this could be done with "my group" at Seymour School or with an interested group of children at Stonehedge.

3. I want to explore group dynamics as an observer--the group at Seymour would be good for this, and also the lab class at Stonehedge. By observing a group of children I know well, I could get more meaningful information. I want to know what alienates some children from a group, what holds a group's attention, how leaders emerge, some elements of non-verbal communication, how to handle difficult children (and what makes them difficult), how children relate to each other in and out of a teacher's presence, how a group's needs emerge and can be interpreted, and how to encourage inter-personal communication and ease tensions.

Several possibilities present themselves for pursuit during the final three semesters:

1. To make the classroom inviting and exciting, I'd like to try many kinds of creative projects with small and large groups. I am especially interested in dramatics, and would like to have a group build and man a puppet theater.

2. Because I am concerned with children's selecting a code of values for their world, I'd like to work up a social studies unit in which they could learn about their own community, the kinds of work that are performed there with dignity, and the lives of some "Horatio Alger" figures. Also we could explore the problems of the community in a way that would involve even third graders.

Both of these activities could be worked into the class we will be taking over at Seymour School.

I think that the best way to assess our success in moving toward our goals during the program is to make use of the critical faculties of our excellent staff. Through observation, listening to tapes and interviewing others, a cooperative assay could be made between students and staff. I expect that we shall continue to keep a weekly log of our experiences, and I intend to keep a more detailed record of my activities in the areas in which I am most interested for my own growth, and on which I am focusing my plans for the next four semesters. Once we are in the field, changes in the children should be an accurate assessment--standard tests, reading skill sheets, and once again, the tape recorder. Before-and-after interviews with children would be an interesting way to study growth and development. By keeping accurate records of the children's day-to-day accomplishments, it should be possible to recognize a pattern for growth.

I hope that general plans for the rest of the MTPT program will allow us to exercise the option of a "woman's prerogative to change her mind." Should some new and exciting idea be introduced that would be worthwhile pursuing, I should like to feel free to add it to my plans, or shift gears a little - without, of course, backing off from any committment to children or a school.

February 15, 1969 (At the end of the second semester)

Another semester of MTPT is over, and I feel a little sadder, a lot wiser, and still filled with enthusiasm. My basic philosophy has not changed - the goals I outlined in June '68 for the teacher I want to be still stand, but there are some refinements and a few revisions of ideas, which have developed from my contact with the laboratory class at Seymour School.

In my previous goals paper, I used a hypothetical child in Third Grade to express the kind of effect I should like to have on children I teach. The description of the disparity between this child's two worlds equally fits a description of the worlds of the real children who came to Room 205:

Let Benjamin Sweet symbolize for his classmates the child on whom I wish to leave a special impact that will nurture him in his experiences in the "outside world". But perhaps to Benjamin Sweet it is the school which represents the "outside world"--an artificial, hostile place where he feels forced, through fear, to respond to a teacher according to her needs (right answers to her questions, right behavior according to her standards), where the curriculum has no relation to his experiences from 3:00 P.M. to 9:00 A.M., and where little he learns helps him to understand or handle his non-student life. The teacher I want to be would help Benjamin Sweet bring together these two polarized worlds- because the function of the school should be to lead children toward responsible adulthood as independent thinkers, able to understand and cope with their environment.

I now believe that the first step in leading children toward responsible adulthood is insuring that they meet with success, not failure in their first academic experiences.

In my previous goals paper, I expressed a concern for bridging the differences between the slum child and me, to create an environment in which we both feel comfortable being what we are:

First I must present myself as an honest, genuine person free of facade, with unconditional personal regard for him, another human being hindered by human frailty. I want him to trust me--to know what to expect of me and what I expect of him, know that he will be supported in his honest efforts and that I consider him worthwhile and important. Then I must help him find out who he is, to develop an honest self-concept and accept what he finds as potential, not limitation. I want him to look at the world extensionally, with open eyes, and an open mind--to see things as they are, to gather data for making new decisions, new opinions--not just fit what he sees into the same old categories. If his vision for the future is clouded by preconceived notions, then I want him to feel free to critically examine his prejudices--that every policeman is an enemy, that fear and compassion are signs of weakness--or anything else that limits his horizon. If I can help him see the world extensionally and show that I consider him to be a person of value, then perhaps he will come to hold himself worthy, and a climate for growth will have been established.

I still intend to aim for this ideal climate, but after four months in Room 205 I know that it may take all year just to establish a feeling of mutual trust, and that a child in my class may not ever develop an honest self-concept.

I feel that I was naive in dealing with the concept of "freedom" in June '68. The difference between freedom and license became very clear to me in Room 205. There must be opportunity for children to make choices, but only in an established framework of acceptable behavior. Consider the excerpt below:

In this environment I hope to give him plenty of opportunity to make choices for his own welfare and development. Ben can choose to involve himself superficially or totally in a class project, pursue his own interests sometimes, and choose his own form of creative expression. Perhaps, in spite of the exciting options I hope to offer him he will choose not to participate at all. In that case the challenge will be mine until he can be reached--can more harm be done during a temporary hiatus than in learning by coercion?

I do believe that children should not be forced to participate--but there should be limits to whatever other behavior is allowed. In a group situation the safety and distractibility of others should also be considered. And yet I do not feel that setting limits will detract from the ultimate aim of freedom: to gradually develop his own worthwhile set of values--worthwhile in terms of his comfort and place in the world--without imposing my middle-class female standards on him. The effect I want to have as a teacher is to help children influence themselves--to find values and test them in their own worlds.

One of the values I would have children find is a code of behavior for the classroom. Once the students have learned to operate comfortably within the framework of freedom I have imposed on them, I would expect to extend the limits and give them greater freedom to choose their activities and ultimately control their own behavior. I do not see myself as a master puppeteer--the children in my class will have an opportunity to learn to "pull their own strings". (In a rare moment of good fellowship, the children in my group in Room 205 composed their own list of rules for riding in my automobile).

Speaking of the "group", I have not changed my ideas about the importance of a child's relationship to the other members of his class:

If I have my desired effect as a teacher, then Ben will not only gain personal satisfaction from his accomplishments, but begin to feel a responsibility to the group. I hope that he will feel the class goals are his own--that his part in a library project shed light for others and that his careful attention to detail made the class mural more beautiful. If he is willing to take responsibility for fulfilling the group's goals, he may begin to take responsibility for setting them.

The experience in Room 205 reinforced my basic feelings about the teacher I hope to be:

Our classroom should be exciting and inviting, with real chances for him to contribute to it, according to his own abilities, interests and experience. If I present enough areas for him to explore in many creative ways, and if he feels free to try and free to question, then perhaps he will find achievement based on inner satisfaction rather than fear. The effect I want to have as a teacher is to lead Ben into trying, inventing and experimenting in new situations in a more independent and self-motivated way.

My own vision for the future has not changed. I still feel strongly that the environment with which a slum child must learn to cope will not always be one of deprivation. As I have said before:

Although Ben's slum world is often fraught with misery, I don't believe that his life must always necessarily be hostile--there are opportunities his parents are not oriented to grasp. If the conscience of the middle-class has been awakened by events in the 1960's, then society in his adult future will be much more open and free, and he should be prepared to cope with that future. If there is a summer camp Ben could attend by merely filling out an application, or a part-time job he could have as a teenager had he the courage to apply, then I want to lay the ground work in the third grade for a build-up of confidence that will enable him to take advantage of life's opportunities.

The experience in Room 205 was unforgettable--to know the Orange Group was to love it, but the privilege of getting that close to a group of children carries with it the responsibility of facing the truth about them, and oneself. One of the things which disturbed me about that third grade class was the number of non-functional and below grade level readers in it--reasonably intelligent kids who should have been reading much better (and in fact, did improve remarkably under MTPT tutelage). What is more, so many of the children seemed emotionally disturbed--at least according to our untrained diagnosis. Their behavior was characterized by excessive aggression, lack of self-control, either too much or too little affect, and periods of sulking and withdrawal followed by hyperactivity. If, as I suspect, behavior problems more frequently follow reading failure than vice versa, then it would be too frustrating to teach at Seymour School at the third grade level-facing children every year who had already been defeated by school. I'd like to know why Seymour Schoolers don't learn to read in the first place, and whether something can be done to change the pattern.

Attached is a copy of a proposal for a study which describes how I'd like to approach this problem. I should like to explore the idea that reading failure might be prevented in some children by first discovering their maturational lags through diagnostic tests and then setting up a specialized teaching program based on individual weaknesses and strengths uncovered in the tests. I plan to learn now to give the diagnostic tests whether or not the proposal is accepted. Lacking funds for teaching materials and equipment, I would use the data from the tests to design a specialized program within the limitations of a regular first grade classroom.

The assessment of my success in defeating predicted reading failure is built into the study. All the children in the Kindergarten class would be retested at the end of First Grade to see if reading failure can be predicted and if the prediction can be overcome. The specialized program for the experimental group would be behaviorally modified--an on-going assessment of language development and perceptuomotor skills would be necessary in order to change the approach when necessary.

In order to assess success with my other objectives--getting children to "pull their own strings" and to take responsibility for setting group goals, for example, it will be necessary to keep careful records--a daily log should indicate to what extent I am able to turn over increasingly more responsibility for control to the children. Tapes of class discussions should reveal each child's contribution to group development. Taped personal interviews and careful observation should give me clues as to the child's feelings about himself--, so that we can begin to lay the foundation for developing an honest self-concept.

Success with these specific objectives might lead to fulfillment of the aforementioned ultimate goal--"to lead children toward responsible adulthood as independent thinkers, able to understand and cope with their environment". But that goal cannot be assessed until the Benjamin Sweets at Seymour School reach adulthood--and make their way, for better or worse, in the society we have created for them.

OVERCOMING PREDICTED READING FAILURE: A proposal for a study to explore teaching methods for enabling children who are predicted as reading failures to overcome the perceptuo-motor and oral-language lags on which this prediction is based: and to compare levels of attainment of the experimental group with those of similarly predicted children in a control group.

We are two beginning teachers who in no way could be described as experts in the fields of reading, learning disorders, or general child development. In our experience as teacher trainees at the Seymour School, we were concerned with the large number of third grade children we saw who were poor readers, and required remedial help. We should like to find out to what extent teachers with comparable training to ours could overcome the trend of reading failure in such schools by planning a specialized curriculum for children who might be expected to fail, before they do fail.

Reading Failure is a basic and persistent problem in the inner-city school. We believe that the solution to this problem starts with early diagnosis--if maturational lags are discovered before a child attempts to learn to read, it should be possible to protect him from the harmful effects of failure by focusing his education on weaknesses and strengths uncovered in the diagnosis. In Predicting Reading Failure,[1] Katrina deHirsch, Jeanette Jansky and William Langford recommend a means for identifying at Kindergarten level those children of average intelligence who are liable to run into academic difficulties later on. The Predictive Index consists of a battery of ten Kindergarten tests, designed to measure the child's sensori-motor, perceptual, and linguistic levels. A description of the tests, taken from Appendix II of Predicting Reading Failure is attached.

The purposes of this study would be:

To test the predictive instrument as a valid means of predicting reading failure;

To explore how teachers with little specialized clinical training could develop a teaching approach that would defeat the prediction in an experimental group;

To evolve a program which could be used effectively by other teachers in diagnosing learning disabilities and setting up a specialized curriculum designed to prevent reading failure and make remedial treatment unnecessary.

The children would be selected from the Kindergarten class at Seymour School, according to the criteria described in Predicting Reading Failure:

1. Come from homes in which English is the spoken language.
2. Have I.Q.'s above 90.
3. Present no significant sensory deficits.
4. Show no evidence of psychopathology, as judged clinically.

The reason for adopting these criteria is to restrict the children to a homogeneous group in whom such factors as sensory impairment and low I.Q. are not seen as the obvious explanation for the prediction of failure.

Establishing a classroom for this purpose would require first of all, that we be trained in administering the battery of tests in the Predictive Index. Next, we would test the entire Kindergarten class (about 150 children) before the end of the school year. Those selected as predicted failures would be further screened according to the aforementioned criteria (this would include a medical examination). The sample for the study would be selected at random from the group remaining--a control group of high-risk children would be distributed among the regular 1st Grades, and another group would be gathered for the experimental classroom.* Further information on the experimental group would be acquired from teachers and parents.

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[1] Predicting Reading Failure. K. deHirsch, J. Jansky, W. Langford; Harper and Row, New York, 1966.

The next step would be to lay out a particular program to suit the needs of individual children, based on weaknesses uncovered in the tests. An ongoing assessment and evaluation would be done on the progress of each child, according to the development of skills in his weak areas. Tapes of children's language expression, careful logs kept by teachers, and records of perceptuomotor skills would enable the teachers to change the approach when necessary.

At the end of the year, an evaluation would be made of the reading achievement of both the control and experimental groups.

We are aware of the problems inherent in a project of this sort. The high mobility rate of children in this inner-city school (47% of those who start in September aren't there in June) would make it difficult to keep track of the children in the control group, and to hold the experimental group together. We expect to make every effort to keep the experimental group intact--by bussing those who move, or transporting them ourselves, and through active involvement of parents. Many of the children at Seymour School move back and forth to the local parochial school. We expect to inform administrators there of our study, and to enlist their cooperation. Since the members of the control group will be unknown to their teachers, it will be necessary to keep track of the whereabouts of the entire First Grade, in order to evaluate the control group at the end of the school year.

We do not know now how many children might be affected by a prediction of reading failure. It will be interesting to find out how many children fail the predictive tests, whether or not they are screened out for this study according to our other criteria. Perhaps this data will be the inspiration for other studies to develop special programs for children, based on other variables--foreign language barriers, or sensory disorders, for example. Whether we succeed in defeating the prediction of reading failure or not, the information acquired in this study should provide some insight into the problem.

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*It is difficult to estimate the size of the group. We expect that the number will fall between 15 and 20.

June 16, 1969 (At the end of the third semester)

Fifteen children who are predicted as reading failures...and we want to teach them to read! What an awesome responsibility, and an inspiring challenge for a couple of starry-eyed ('tho bifocalled), light-stepping, sneaker-toed novice partner-teachers.

Given the data collected on Seymour School Kindergarten children from the battery of tests selected by Katrina deHirsch and Jeanette Jansky for Predicting Reading Failure, we intend to select 15 children whose prognosis is failure, and develop for them a specialized program designed to overcome their maturational lags uncovered in the tests. Our goal is two-fold:

1. to see if reading failure can be predicted with the Index, by retesting all the children at a later date, including a validation and control group which will be passed into regular first grade and pre-first classes.
2. to see if the prediction can be "beaten" by focussing attention on specific oral-language and perceptuo-motor weaknesses in our 15 children, and if/when these maturational lags are overcome, to teach these children to read.

The purpose of this paper is to outline the educational objectives necessary to attain these goals, to describe briefly the program we hope will implement the goals, and to plan for methods of assessment and evaluation.

The "Preventive Medicine" approach to reading failure calls for a program to overcome maturational lags in children who are identified as high academic risks before they are pushed into learning situations with which they cannot cope, in order to avoid the necessity of remedial instruction later on. From the diagnostic information supplied by the deHirsch Index and other kinds of classroom pre-testing, it should be possible to pin-point areas of weakness in the perceptuo-motor functions that underlie reading skills. The "ready" child should be able to perform these objectives:

I. Visual Motor
  A. Gross
    1. Produce simple movements in imitation of a model. (i.e. walking, running, jumping, etc.)
    2. From a model reproduce through imitation simple rhythmic movements set to music (i.e. tapping, clapping, hopping, swaying, etc.)
    3. From a model reproduce through imitation complex movements such as a series of correlated movements. (i.e. hammer, pitch and catch)
    4. Produce coordinated movement in imitation of a model. (i.e. walking balance beam, skipping, dancing)

  B. Fine
    1. Hold and use a pencil correctly.
    2. Draw a straight line between two specified points.
    3. Follow simple directions involving underlining, circling, tracing.
    4. Hold and use scissors correctly.
    5. Paste, tear and fold paper as directed.
    6. Color within designated lines.
    7. Tie shoelaces, buckle buckles, button buttons, fasten hook and eyes, etc.

  C. Visual
    1. Follow an item with eyes without turning head.
    2. Proceed from left to right in a line of pictures as the teacher tells the story of the pictures.

II. Visual Perception
  A. Body Concept
    1. Name orally parts of the face, head and body as they are pointed to on themselves or another live model (hair, eyes, nose, arms, feet, etc.)
    2. From a picture identify orally and mark the location of a missing part.

  B. Spatial Relationships
    1. Arrange a group of concrete objects in a positional relationship according to an oral direction. (i.e. over, under, behind, etc.)
    2. Connect a series of dots to match a model.

3. Match simple geometric forms, simple pictures and identical three dimensional objects.

C. Figure Ground
   1. Select by marking all of a given category of pictured objects hidden amidst a background of other pictured objects.

D. Visual Memory
   1. After observing a given picture for a limited time, mark from a page of pictured objects all those that were not part of the original picture shown.
   2. Reproduce an arrangement of objects seen for a limited period of time after they are disarranged.
   3. Compare the size of two pictured objects as to their size in real life by choosing the one that in reality would be larger.

III. Auditory Perception
   1. Identify repetition of a model word.
   2. Identify pairs of orally presented words as to sameness or difference in sound.
   3. Repeat nonsense rhymes for rhythmic patterns.
   4. Repeat tapping or clapping complex rhythmic patterns.
   5. Identify pictures whose names begin with the same consonant sound.
   6. Listen to a given sound and identify whether the next sound is higher or lower in pitch.

IV. Tactile Perception (To be done while not looking)
   1. Given a particular sized object and set of five from which to choose, find another object of the same size as the model.
   2. Given one of the following shapes: circle, square, triangle, rectangle, oval diamond, and set of five from which to choose, find an object of a same or different shape.
   3. Given an object to handle, identify it by texture (smooth, rough, soft, hard).*

Early in the school year, each child in my class will be evaluated on a rating scale, according to the above objectives, to determine his weaknesses in particular areas.

For example:

Can hop on either foot (without stumbling or stopping)

Left

Not at all ___________Needs Practice_____________For Ten Seconds

Right

Can cut with scissors

Poor hold, no control ----Good hold, poor control----Hold and uses as adult

Children with similar deficiences will be programmed into a variety of activities designed to shore-up particular skills. They will be given "maintenance" activities for skills in which they excell. Among the activities planned are use of Frostig materials, the Michigan Language Program, tape recorder, record player, art materials, physical exercises, and games with equipment (i.e. beanbags, balls, etc.) There will be an ongoing assessment of the child's perceptuo-motor skills. As he improves in particular areas he will be moved to different sub-programs. The end of the year assessment of these skills will ask the question "to what extent was the child able to overcome his weaknesses and move to more traditional reading readiness activities?".

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* The original set of objectives from which this list was taken was created by Dr. Jane Root of E.R.I.E.

Another essential element for reading readiness is oral-language development. Bereiter and Engelmann* have described a set of goals which represents for them a minimum standard of attainment for the child entering first grade. I intend to adopt some of these at the beginning of my teaching. Perhaps after actual classroom experience I can intelligently write on my own:

1. Ability to use both affirmative and not statements in reply to the question "What is this?" "This is a ball. This is not a book."
2. Ability to use both affirmative and not statements in response to the command "Tell me about this ---(ball, pencil, etc.)"
3. Ability to handle polar opposites ("If it is not ----, it must be ---"). for at least four concept pairs, e.g., big-little, up-down, long-short.
4. Ability to use the following prepositions correctly in statements describing arrangements of objects: on, in, under, over, between.
5. Ability to name positive and negative instances for at least four classes, such as tools, weapons, pieces of furniture, wild animals,etc.
6. Ability to perform simple if-then deductions. The child is presented with a diagram containing big squares and little squares. All the big squares are of various other colors. "If the square is big, what do you know about it?" "It is red".
7. Ability to use not in deductions. "If the square is little, what else do you know about it? It's not red.
8. Ability to use or in simple deductions. "If the square is little, then it is not red. What else do you know about it?" "It's blue or yellow."

The objectives listed above incorporate the cognitive process of understanding, as well as the ability to communicate. Activities which deal with these goals include use of the Language Master, tape recorders and listening center, and opportunities for free oral expression as well as "structured" lessons. A checklist will determine which children excell or fail at which objectives, programs will be planned accordingly, and the same checklist will serve for post-test evaluation.

In addition to emphasis in overcoming maturational lags in perceptuo-motor or oral-language development, we will attempt to develop a program in Language Arts in which the 15 children may find success. There will be separate objectives for the four different processes involved--speaking, listening, writing and reading.** The area of speaking skills overlaps somewhat the area of oral-language development above, but the term refers here to the physiological act of talking, and facility with words. A checklist will evaluate a

* Bereiter and Engelmann: Teaching Disadvantaged Children in the Preschool

** Taken from Appendix F: Educational Objectives, Evaluating Elementary School Pupils, Ahmann, Glock and Wardeberg child's progress toward these objectives:

1. Speaks with sufficient volume and clarity.
2. Does not use baby talk .
3. Converses easily, confidently and fluently .
4. Makes telephone calls efficiently and courteously.
5. Gives simple oral directions clearly.
6. Dramatizes stories, impersonates characters, and develops dialogue.
7. Makes oral announcements.

Plans to develop speaking skills include use of tape recorders, Language Master, Primary Typewriter, as well as a wide variety of language experience activities. For example, consider Objective #4. If possible, I would like to have a telephone installed in my classroom, and give children plenty of opportunity to make real and pretend phone calls to practice conversation skills. This could lead to a class visit to the phone company to find out who works there, what they do, and how a phone operates. The experience should provide an opportunity for story charts, oral reports and class-written books. As a group project we could make and use telephones made of paper cups and string. Hopefully, the children will come up with ideas of their own. Evaluation of the speaking skills would be made by checklist--similar to this:

VOICE CONTROL
Pitch

Too High   Appropriate for age and sex   Too Low

Loudness

Too Soft   Pleasing   Too Loud

Listening skill is of particular interest to me. It is an area that I'd like to see more emphasized in school. Insofar as this skill differs from the auditory perception described earlier, it might be better to describe it as "attending and comprehending ability". Where two people may have equal ability in hearing and discriminating between sounds, they may not perform this latter function equally well. Consider these objectives for a child:

1. Remembers a series of 3 or more steps when listening to directions
2. Listens carefully to comprehend simple statements
3. Listens carefully in audiences
4. Waits until others have finished for an opportunity to speak
5. Answers simple questions without asking to have them repeated.

The Language Master and listening center will be most useful in developing listening skills. There will be short paragraphs on tapes for the children to hear and answer questions about for comprehension. Other classroom activities will give ample opportunity to practice listening skills. The ability to answer questions about material presented in a dramatic presentation, by a story teller or a guest speaker will be evaluated by observation and by simple paper and pencil tests. An informal test like the one devised by Donald Durrell in Improving Reading Instruction can be programmed on tape for pre and post testing: "I'll say a word and you are to listen to see if you can find the letter the word begins with. Listen: 'top' ". Through rewards and gentle reminders and in group discussions, I hope to make this an area of interest to the children and have them attempt to improve themselves. Observations made by the teacher and recorded on a checklist will show to what extent a child's ability to attend and comprehend is increasing:

1. Looks at speaker
2. Does not talk to self or others while others speak
3. Facial expression shows interest
4. Not easily distracted
5. Not confused after question is asked

Writing skills as a function of motor development and language arts will also be considered in my classroom. For the child in whom motor development is no longer a problem, this set of objectives will apply:

1. Forms most capital and small letters correctly in proportion
2. Knows the standards for letter formation, spacing and alignment

In the area of writing skills in the Language Arts, I intend to use the checklist developed by Dr. Margaret Lay and Dr. Robert E. Newman. Some examples follow:

1. Knows that writing is "talk written down".
2. Knows that written words have beginnings and ends and are separated by spaces.
3. Knows that writing goes from left to right.
4. Enjoys dictating stories.
5. Asks to have his words written down.

No attempt will be made to thrust the 15 children in my class into a traditional reading program until they have shown adequate readiness according to the above objectives. However, they will be exposed to a wide variety of language experiences which involve the written work--on the Primary typewriter, chart stories, books they dictate and books read to them, etc., etc., and hopefully they will acquire a sight vocabulary informally. Through games, tapes, records and the Language Master, the child who is ready will learn to perform these objectives:

1. Names and recognizes all letters of the alphabet in random order.
2. Recites alphabet.
3. Knows the common sounds that go with the letters representing them.

The checklist of Drs. Lay and Newman will be used to evaluate a child's progress--to determine what he can do in response to Books, Writing, Sights and Sounds.

In addition to the goals which are implicit in preparing children for learning to read, I have a personal goal which will influence my "style" of teaching and the atmosphere of my classroom. Because I picture myself as a member of the classroom group and not as the outside control--that is, not as a master puppeteer pulling the strings of 15 puppets, I am anxious to have children "pull their own strings"--to take increasingly more responsibility for their own behavior as well as their own learning.

On learning: I hope I can communicate to the "pre-first" child the task we have together in getting him ready to read. I also hope that he will share the task willingly. Through the use of tapes, the Language Master and master-scored work sheets I hope to provide him with "instant feedback" in his work, and I also hope to show him how to record his scores and evaluate his progress. For assessment I shall rely on the checklist below, as well as observation and interviews--a recording of anecdotes should give me some insight about the child's progress.

On behavior: To what extent will children in my classroom accept and internalize my rules and values, and begin to accept responsibility for making and keeping their own? To what extent will they begin to control impulses to steal, show violence and selfishness? Will they begin to feel that the class is their "group", and that each is a valuable member of it? These are some of the concerns I have. I intend to keep an ongoing assessment, with daily entries of my observations when children begin to show signs of growth in this area:

Name Date

1. I listened to what others had to say.
2. I knew how to wait my turn in games/using supplies/with teacher.
3. I handled a dispute non-violently without assistance.
4. I showed willingness to be of service to the group.
5. I worked well with others in a small group.
6. I defended another who was wronged/injured.
7. I helped to plan for a solution to a problem.
8. I was courteous to a visitor/guest.
9. I respected the rights of another.
10. I am beginning to respect the property of others.
11. I have a sense of humor.
12. I am beginning to accept my own limitations without showing frustration.
13. I am beginning to "check" my own outbursts.
14. I contributed to a discussion on behavior.
15. I remembered previous directions and followed them without complaint.
16. I applied an old rule to a new situation.
17. I shared something of mine with an individual/the group.
18. I assumed responsibility for a clean-up job without being asked.
19. I am beginning to show responsibility for my personal care.
20. I suggested a rule of behavior for the group.
21. I asked to be shown how to do something new.
22. I initiated conversation about my learning/behavior growth.
23. I "owned up" to a mistake.
24. I showed compassion/consideration beyond expectation for one so young.
25. I showed pride in my self-control.

This list is somewhat cumbersome, but it will provide me with 25 opportunities every day to look for some positive behavior in my children that I can reinforce with praise.

With a minimum amount of classroom experience behind me, the goals expressed in this paper may be somewhat ambitious. I may need to keep the children overnight in order to carry out all the activities I plan! Starting with an idealistic point of view gives me the proper aim--hitting the target may require some practical revisions--or a new target. My next goals paper may be somewhat shorter and less optimistic, but I look forward eagerly to next September and the opportunity to test my objectives.

Appendix IV

THE THIRTY-THREE BOOKS TO BE SCANNED AND READ SELECTIVELY

First "round" starting February 16, 1968

Allport, Gordon W., Becoming
Friedenberg, Edgar Z., Coming of Age in America
Huxley, Aldous, Brave New World and Brave New World Revisited
Jersild, Arthur T., When Teachers Face Themselves
Kohl, Herbert R., Teaching the "Unteachable"
Neill, A. S., Summerhill
Peddiwell, J. Abner, The Saber-Tooth Curriculum
Redl, Fritz and Wineman, David, Children Who Hate
Siberman, Charles, E., Crisis in Black and White
Wilson, Louise, "This Stranger, My Son," Look, Feb. 6, 20, 1968

Second "round" starting March 18, 1968

Adams, Henry, Education of Henry Adams
Beetleheim, Brung, Paul and Mary
Brauner, C. J., Problems in Education and Philosophy
Bruner, Jerome, Process of Education
Cremin, Lawrence, Transformation of the School
Goodman, Paul, Growing Up Absurd
Maslow, Abraham, Toward a Psychology of Being
Montessori, Maria, Montessori Method
Kohl, Herert, Our Children are Dying
Theobald, Robert, Free Men and Free Markets
Featherstone, Joseph, "The Primary School Revolution in Britain,"
New Republic (reprints)

Third "round" staring May 6, 1968

Burrows, Jackson & Saunders, They All Want to Write
Clayton, Thoas, Teaching and Learning
deHirsch, Katrina, Predicting Reading Failure
Ellul, Jacques, The Technological Society
Harrington, Michael, The Other America
Jackson, Philip, Life in the Classroom
Jennings, Frank, This is Reading
Lee, Dorris, Learning to Read Through Experience
Resiman, David, Individualism Reconsidered
Sarason, Seymour, The Preparation of Teachers
Torrance, E. Paul, Education and the Creative Potential

Appendix V

SAMPLE LOG SHEETS FROM THE SAME STUDENT, ONE DURING THE FIRST SEMESTER AND ONE DURING THE THIRD SEMESTER WHEN THE STUDENT WAS TEACHING AT AN INNER CITY SCHOOL

These log sheets were submitted by an MTPT student, mother of 3 children (2, 10 and 15 years old) who was formerly a microbiologist. She graduated from Syracuse University and majored in microbiology. Her husband works as a senior research microbiologist for a drug manufacturer. Before joining the program she participated as Chairman of a study of the Fayetteville-Manlius School District by the League of Women Voters, was assistant mother in the United Church Nursery School one morning per week for two years, has been a Campfire Girl leader, group organizer and County Board member, has taught both four and five year old children in Sunday School two years, has at present time a fifteen member 4-H Club (ages 10 to 18, boys and girls), has served on citizens committee for Board of Education.

This log was turned in during the first semester of the MTPT--in March, 1968.

"Found sensitivity training more interesting as we discussed our reactions to classroom situations we had observed.

I had seen a class at Stonehedge on Friday where sarcasm became the teaching tool. The teacher was not getting response from the group during the social studies lesson and the more sarcastic she became, the more they responded and on the cycle went. They were not interested in the least in what she was teaching, but the battle of wits was on - it was a most unpleasant experience but a situation that was worthwhile seeing for anyone interested in becoming a teacher, for I'm sure any of us who sat there are much more aware of how such a tool can get a response from children but in a negative way. Cetrainly no learning is being accomplished.

I observed a reading session at Stonehedge and thought it went very well and the children loved every minute of it. Am looking forward at this point to trying more of this myself.

The class I watched at Seymour was not nearly so wild as I had expected. The teacher (first grade) was kind, patient, and honest with the children and seemed to be accomplishing much for such an apparently wide range of reading levels. The problem seems to be how to keep the rest of the children profitably busy while she works with four reading groups in a class of thirty. This is certainly the challenge in such a class and I keep turning ideas over in my head as to how I would approach a like situation.

It has been a profitable week. My head is full and every now and then a new thought takes shape. If only I can collect enough of these..."

* * * * * *

This log was turned in during the third semester of the MTPT--in March, 1969, just a year after the above log was written. At the time she wrote this log, below, the student was teaching one of the half-class parts of the laboratory classrooms at Seymour School.

"Monday was a good day. That was the day Mona was in the class and we had the meeting where Terri came up with the idea that I should give her specific assignments. I noticed during that time that all take part in a class talk now except for Joe. The others during news and disscussion, all volunteer information. I have to repeat most news items as the children don't talk loud enough, but just the fact that they want to talk to the rest of the class is great I think. When I let the kids have their own newstime without me (usually about once in two weeks) and I come back into the room, there is always news from Joe written on the paper also. I have noticed him talking with John lately. I can't hear him, but obviously John can--heads shake and real conversation goes on. He still is pretty much of a yes and no guy with me - does his work - is not shy about being with me working, but verbal communication is minimal.

Tuesday I enjoyed class and Elsa. I don't know who gets more pleasure-she or the class, for she conveys such joy and enthusiasm when she talks about her favorite field!

Wednesday was a very rough day. I have been trying to figure out just what it was, but there arrived the old class just as I knew them at first. They were so mean to each other and the room stayed just below the boiling point most of the time. I had ordered two film strips - one on pigs, the other on spiders - these we enjoyed comparing them to the book we had finished, and reviewing some of the things we had learned from Cindy. They picked up a lot of information--were really stimulated by that book. I gave them a long break, planted some seeds and then to math and they fought me all the way. They did the work - it was just a real pull for me as something was upsetting the whole school, or so it seemed to me.

Thursday I could sense the same restlessness, but I was ready. Everyone wrote stories that day--that was the assignment: If I were a pig, or If I were a spider, or a barn door, etc. Gloria informed me that she would not write, so she read the entire time. The others seemed to enjoy themselves and it went well. Joe was a lion and dictated his story to me. I felt the quality of the story was good and read them all and they seemed real pleased. They had folders with notes after that - the notes pertaining to math only, except in John, Gloria and Tammi's case where there was also an assignment using short and long vowels. It went well but there was a little poking, etc. and I told them I felt like a spider using all eight legs! They sensed what I meant. We went to Carroll's for lunch. It was Gloria and John's turn. They talked constantly and we had a great time."

Monday Sylvia Gourevitch's niece is coming in to have fun with a little French. The kids and I discussed this a while back and Sylvia was planning to come, but since her niece is visiting from California, this worked out well. She will also spend some time with Ann Baker's class. She teaches in a small Summerhill-type school in California and I thought she might enjoy watching Eileen who is coming in at 9:30 for a creative writing project.

I want to work on a list or file for materials with specific objectives for Independent Study Time. I can see an entire shelf with choices in various areas of the language arts. The children would know what would help them most toward a particular goal. It should have everything from large picture sight word cards to letters and pictures or drawing materials, to make their own cards, word wheels, various activity books and boxes, maps to plan trips, catalogs, etc. Perhaps a box with pictures to stimulate creative writing--anyway, could we throw this open to the class and have people submit ideas, just for IST in a rather scientific way, showing the idea and the instructional objective. These thirty people are full of resources and it will never be that way again--can't miss any opportunities to harness ideas!

INDEPENDENT READING, WRITING, AND RESEARCH ABILITY ANALYSIS

By Robert E. Newman, Syracuse University
(Copyright, 1968)

Date: / / Date: / / Date: / /

1-BASIC READING WORDS (learn w/flashcards) "Read the first column of words on the reverse side of this sheet." __correct 50

2-SOUNDS OF LETTERS (learn by dictation--recognize exceptions) "What letter am I sounding?"

t d s (s or c OK)
l m j (j or g OK)
n v k (k or c OK)
b w g (g as in gone)
f h x (like ks)
p z

__correct 18

3-REGULAR CONSONANTS (learn w/word wheels) "What is the sound of each of these letters?"

b l x n
k r v h
d m p s
l c j f
g t

__correct 17

4-REGULAR CONSONANT BLENDS (learn w/word wheels) "How do these sound?"

st cl sw
bl gl tw
pl qu str
tr sp spr
fr sm spl
fl sn

__correct 17

5-COMMON DIGRAPHS (learn w/word wh.) "How do these sound?"

wh
ng sh ck
nk ch th

__correct 7

6-COMMON SYLLABLES (learn w/word wheels) "Read these parts of **words**"

ell ent est ail ight ay
en ain ike er ill tion
and ter ide con ock ed
op ell ing ick ake ile

__correct 24

7-COMMON VOWEL ELEMENTS (learn w/word wheels) "Read these nonsense words."

fay eap meer taw quoar
dee kai roat mair mout
moy foi kour mear
roo fow maup

__correct 17

8-BLENDING (learn w/word wheels) "First I'll read to you each part of each nonsense word. Then you put them together."

l ail
th ite
bl ail er
fr ick ter
sm ock tion
gr ay ent
tw ide
spl ot ing
fl im est
j ight ly

__correct 10

9-BASIC SPELLING WORDS (to be dictated. See reverse side of this sheet. __correct 50

10-LEGIBLE PRINTING OR WRITING (and)
11-COMMUNICATIVE PRINTING OR WRITING
(Attach periodic samples of written work to this sheet.)

________________________IS ABLE TO:

(not at all) (H.S. "A" senior)

32. WRITE WITH HONEST UNIQUE FLAVOR
31. WRITE WITH GOOD ORGANIZATION
30. USE WORDS CORRECTLY AND WITH IMAGINATION
29. UNDERSTAND THE IDEAS HE IS WRITING
28. WRITE WITH STANDARD PUNCTUATION
27. WRITE WITH STANDARD USAGE
26. SPELL WHAT HE WANTS TO WRITE
25. WRITE LEGIBLY AND QUICKLY
24. (Composite) NARROW AND CLARIFY QUESTIONS
23. MAKE AN INITIAL RESEARCH BIBLIOGRAPHY
22. USE WHO'S WHO AND OTHER BIOG. REF. BOOKS
21. USE WORLD ALMANAC AND OTHER YEARBOOKS
20. USE MAPS, GLOBES, AND ATLASES
19. TAKE NOTES
18. SCAN AND SKIM TO FIND INFORMATION
17. USE PARTS OF A BOOK
16. LOCATE BOOKS USING CATALOG & CALL NUMBERS
15. USE ENCYCLOPEDIA
14. USE AN INDEX
13. USE ENGLISH LANGUAGE DICTIONARY
12. LOCATE AN ALPHABETICALLY ORGANIZED LISTING
11. print or write communicatively
10. print or write legibly
9. spell appx. 65% words 6th graders write
8. blend elements
7. decode common vowel elements
6. decode common syllables
5. decode common digraphs
4. decode regular consonant blends
3. decode regular consonants
2. recognize consonants from sounds — 1.6 —
1. read basic words — 3/5

basic reading wds → — 2/5
— 1/5

maximum oral
maximum silent

THE READING LADDER

(informal oral-silent reading assessments)

1-BASIC READING WORDS Ask child to read the longest column only. The balance of the list is included as a teaching resource.

an
blue
come
good
I
like
me
red
so
you
black
did
for
him
no
put
some
two
yellow
but
five
goes
has
made
of
our
sing
upon
your
around
best
found
how
much
only
take
they
under
with
fish
could
drink
light
pick
their
think
want
what
write
laugh

__correct
50

a
about
after
again
all
always
am
and
any
are
as
ask
at
ate
away
baby
back
be
bad
because
been
before
better
big
both
boy
bring
brown
buy
by
call
came
can
car
carry
clean
cold
cowboy
cut
do
does
done
don't
down
draw
eat
eight
every

fall
far
fast
find
first
fly
four
from
full
funny
gave
get
give
girl
go
going
got
green
grow
had
happy
have
he
help
her
here
his
hold
hot
house
hurt
if
in
into
is
it
its
jump
just
keep
kind
know
let
little
live
long
look
make

man
many
may
morning
Mr.
must
my
myself
never
new
night
not
now
off
old
on
once
one
open
or
out
over
own
party
play
please
pretty
pull
ran
read
ride
right
round
run
said
saw
say
see
seven
shall
she
show
sit
six
sleep
small
soon
start

stop
table
tell
ten
thank
that
the
them
then
there
these
this
those
three
today
together
too
tree
try
two
up
us
use
very
walk
warm
was
wash
water
way
we
well
went
were
when
where
which
white
who
why
will
wish
work
would
yes

2-BASIC SPELLING WORDS Dictate underlined words only. Total list is approximately 65% of words sixth graders write.*

made
teacher
about
every
your
but
take
love
eat
until
along
find
me
the
down
am
for
much
things
doll
little
should
wish
has
if
us
any
from
came
is
will
thought
because
getting
other
could
help
letter
asked
new
once
water
today
back
week
home
ran
saw

here
bring
what
please
dear
come
big
got
were
see
was
my
now
one
put
just
glad
before
did
some
would
as
children
tell
lot
make
after
each
sure
you
brother
over
his
fine
men
their
five
door
an
friend
mother
they
dog
live
snow
with
happy
I'm

too
are
must
can
last
who
three
bed
girl
our
country
great
where
away
next
only
way
told
ball
well
hope
read
say
him
black
to
pretty
day
called
better
good
which
said
very
night
of
people
room
it
get
close
while
like
didn't
into
this
again
father

man
than
name
he
write
summer
coming
book
also
first
then
always
soon
and
found
most
thing
do
let
so
work
has
in
took
around
think
car
long
white
through
been
give
out
cold
her
not
baby
nice
off
we
town
be
went
house
red
school
how
boy

when
play
daddy
by
grade
best
she
run
two
no
old
place
large
go
fun
gave
time
morning
these
have
tree
all
few
many
that
never
heard
year
look
right
there
milk
them
more
started
don't
another
four

__correct
50

---

*These words were selected from research summarized and categorized by Gertrude Hildreth in TEACHING SPELLING (New York: Henry Holt, 1955), pp. 311-342.

Appendix VII

THE GOAL AND PLANNING PAPER: RATIONALE

(Taken from the Interim Report of December 31, 1967.)

By June 20, 1968, each student will be responsible for a paper entitled "Report to State Education Department: Initial Discussion of Aims and Means for Teacher Training of (Name of Trainee), September, 1968, to June, 1970." Each paper will contain a statement of the student's goals (the teacher she would like to be in two years), her status now in terms of these goals, the principal training experiences that should build on her strengths and remedy her weaknesses, the evidence she expects to collect during the training program and at the end of the training program which will suggest to what extent she is reaching and has reached her goals, and how this plan is practical given the finite resources of the MTPT. The papers will be read and evaluated by a duly authorized representative of the State Education Department (in this case, Dr. Newman) who will pass those he feels are adequate, thus allowing the student to continue with the training program when it begins in September.[1-2] An "adequate" paper will demonstrate a fit between the student's goals, means of achieving those goals, and the student's proposed evaluation plan. The papers will be read in context. That is, we are assuming that the reader will have had numerous chances to come to know the student and her ideas in seminar discussions, one-to-one conferences, and during field work. This familiarity should aid the reader in understanding the paper's meaning along with the student's motives and her ability to meet the challenge she sets for herself. The appropriateness of the student's ends and means will be considered especially as they relate to the welfare of the children whom the future teacher will be teaching. The State's representative will

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1. The passed papers will be filed at Syracuse University and held for at least five years. This will be some of the evidence that will be available to the State Department to evaluate the adequacy of the MTPT program.
2. In authorizing a professor, the State has at least two options:
    (a) examine the qualifications of each particular professor who desires to direct this kind of a teacher-education program; or
    (b) empower an approved university to make the choice of a State representative using criteria the university might choose to bring to bear.

take particular care, however, not to inhibit unduly, responsible individuality on the parts of perhaps unorthodox students. If a student's ends and means do not fit nicely with the reader's views, the student should not be denied a chance to begin to develop her ideas the next semester, and to discuss her progress with students and staff. Assuming this student's plan is well thought out, the ensuing dialogue within the group should be of benefit both to the student and to the group as a whole. Most likely the substance of each paper will grow from the beginning of the semester. The frequent group discussions and the individual conferencing between students and the professor should bring the student to the place that she feels her "Report..." will be approved if she writes it clearly, reflecting adequately the fruits of her individual study and reflection, and implications of the group's conclusions which bear on her individual plan.

At the end of the second semester each trainee will file a second "Report to the State..." At this time any modifications in the first "Report..." will be explained. In addition, evidence will be cited and discussed regarding progress being made toward meeting the goals outlined in the initial report and its modifications. Subsequently, at the conclusion of each of the remaining semesters in the MTPT program, trainees will file "Reports..." each focusing on the evidence of progress toward their goals and listing modifications of the previously discussed goals and plan of realizing those goals.[1] Each semester's "Report..." will be evaluated by the professor, acting as the State's duly authorized representative, as he did with the first "Report...."

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[1] As with the first "Report..." all subsequent "Report..." papers will be filed for five years at Syracuse University.

Appendix VIII

PROMOTION AND RECRUITMENT

(Taken from the Interim Report of December 31, 1967.)

The staff of the Center for Continuing Education of Women[1] at University College worked cooperatively with Dr. Robert Newman in planning the promotion and recruitment of applicants for the Mid-Career Training for Partnership Teaching. The over-all plan that was developed included extensive use of all communication media, brochure mailings to women college graduates, and two public meetings. In all publicity and program announcements, a concerted effort was made to reach the kind of woman thought to be the best suited for the program designed by Dr. Newman and his staff. To be considered, a woman needed to be a college graduate and a permanent resident in the Syracuse area. From the experience in placing partner-teachers who had participated in the Institute of Teacher Re-entry, it was learned that careful consideration had to be given to the distance from a partner's home and the school in which she taught. The time spent in commuting could not be of such duration that it seriously threatened the part-time aspect of the job. Therefore, while the suburban areas were not eliminated, special efforts were made to cover thoroughly the area adjacent to Syracuse University.

The first announcement of the program occurred August 1, 1967. Dr. Robert Newman prepared a memorandum to all persons interested in training for partnership teaching at mid-career. The memorandum was mailed by the Center for Continuing Education of Women to women enrolled at the Center who, at one time, had expressed interest in becoming elementary school teachers. Accompanying the memorandum was a letter from Mrs. Mary Smith, the counselor at the Center, who had previously interviewed many of the women. From a list of 382 women, 60 detached and returned the section of the memorandum that requested additional information and application materials on the program.

Plans were then made to launch a major publicity drive for the recruitment of applicants during the months of October and November. These plans involved the use of the following:

1. Brochures
   10,000 brochures were printed for wide distribution. (See below) The brochure included the formal announcement of the program,

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[1] Mrs. Mary Iversen, Program Director

Appendix IX

SELECTION OF TRAINEES

(Taken from the Interim Report of December 31, 1967.)

It is not assumed that Mid-Career Training for Partnership Teaching (MTPT) is an ideal program for all people desiring to be teachers. It is designed to fit the strengths, personality styles, and goals of certain individuals. Thirty to thirty-five people will be chosen from those applying, according to the following plan:

First, it is important to discuss the kind of a person whom the designers of this program have in mind, then we shall discuss the selection procedure. We are looking for a person who seems to possess the predispositions and qualities which will promote growth toward responsible independence in children. These can be summarized under four headings:

(1) Congruence - Is this a person who knows and can communicate her own experience--a person who has access to the total data of her experience, in terms of unobstructed screening process basic to clear perception?
(2) Empathy - Can this person sense the inner private world of another as if it were her own? Can she operate on another individual's terms?
(3) Positive Regard - Does this person appear to care for other persons in a non-possessive way, as persons with potential, ie., can this person see other individuals as being in the process of becoming?
(4) Unconditionality of this Positive Regard - Does this positive regard have no strings attached to it? That is, for example, is this a person who can allow children to respond in ways other than hers?

In addition, the person we have in mind is a parent herself, is serious about the problem of providing the best possible education for children, and is probably at least a bit dissatisfied with the teaching that goes on in too many elementary school classrooms. She is a person who is a permanent resident in the Syracuse area, a person who likes the idea of teaching on a partnership basis, and has the academic aptitude adequate for the reading and independent study tasks implied by the foregoing description of the program.

The specific selection procedure is as follows:

1. Applicants will complete an application form designed to gather information concerning the applicant's background, experience, mobility, present situation, and future plans.

On the basis of these application forms, the persons for whom the MTPT is clearly not appropriate (e.g. persons already having extensive training and/or experience in education) will be screened out.

2. Applicants for whom, on the basis of the above step, the MTPT is appropriate, will take a series of psychological tests. These tests were administered to participants of last spring's Teacher Re-entry Institute and were found to tap aspects of personal functioning important to the goals and procedures of the MTPT.
   These psychological tests are:
   a. The Personal Orientation Inventory
   b. The Rokeach Dogmatism Scale
   c. A Sentence Completion Technique (developed by D. H. Hunt)
   The results of these instruments will be analyzed and a group of approximately fifty persons, judged to have characteristics most consistent with the goals and process of the MTPT, will be selected to enter the final phase of selection procedure.
3. Each of the approximately fifty persons, remaining after the above steps have been completed, will be scheduled for an individual interview with a staff member of the MTPT project. While an interview outline will be followed to assure that specific areas of interest are covered (e.g. their families' reactions to their participation in the program, their comfort with the innovative aspects of the program, their preconceptions about the role of the teacher), a major function of the interview will be to form a general judgment of the way in which the individual functions in interpersonal situations and her general style of relating to others. After the group has all been seen individually, thirty to thirty-five applicants, judged on the basis of all prior information to be most suitable, will be asked to participate in the MTPT.
4. Assuming that there will be attrition during the two and one-half year program, which will lower the original number of students below the thirty persons desired at the end of the program, additional students will be added when necessary to keep the group up to at least thirty members. This means that persons added near the end of the program will need prior education course credits in order to qualify for State certification. Persons added will be screened according to the needs of the program at the time they are added. For example, if a person trained in mathematics is needed at the beginning of the third semester, such a person will be admitted (from those applications on file) providing, of course, she possesses the personality characteristics and background needed to fit the training design.

3

The following outline was prepared to assist the interviewers. Dr. Newman, Dr. Pearson, and two clinically trained counselors did the interviewing. All had participated extensively in planning the program.

I. The Self

   A. How did you come to consider "going back into the world?"

   B. What would you like to accomplish through this program?

   C. Self as a teacher

II. View of others

   A. Kids

      1. What have you discovered about kids, and what they need to develop, from your own experience as a parent.

   B. Self and others

      1. What kinds of people do you like or dislike

III. View of Education

   A. Function of education

      1. Socialization (adjustment)

      2. Self-development

   B. Role of the elementary teacher

      1. Funnel

      2. Guide

IV. Environmental support

   A. Family attitude

   B. What sorts of difficulties do you anticipate if you are accepted into the program?

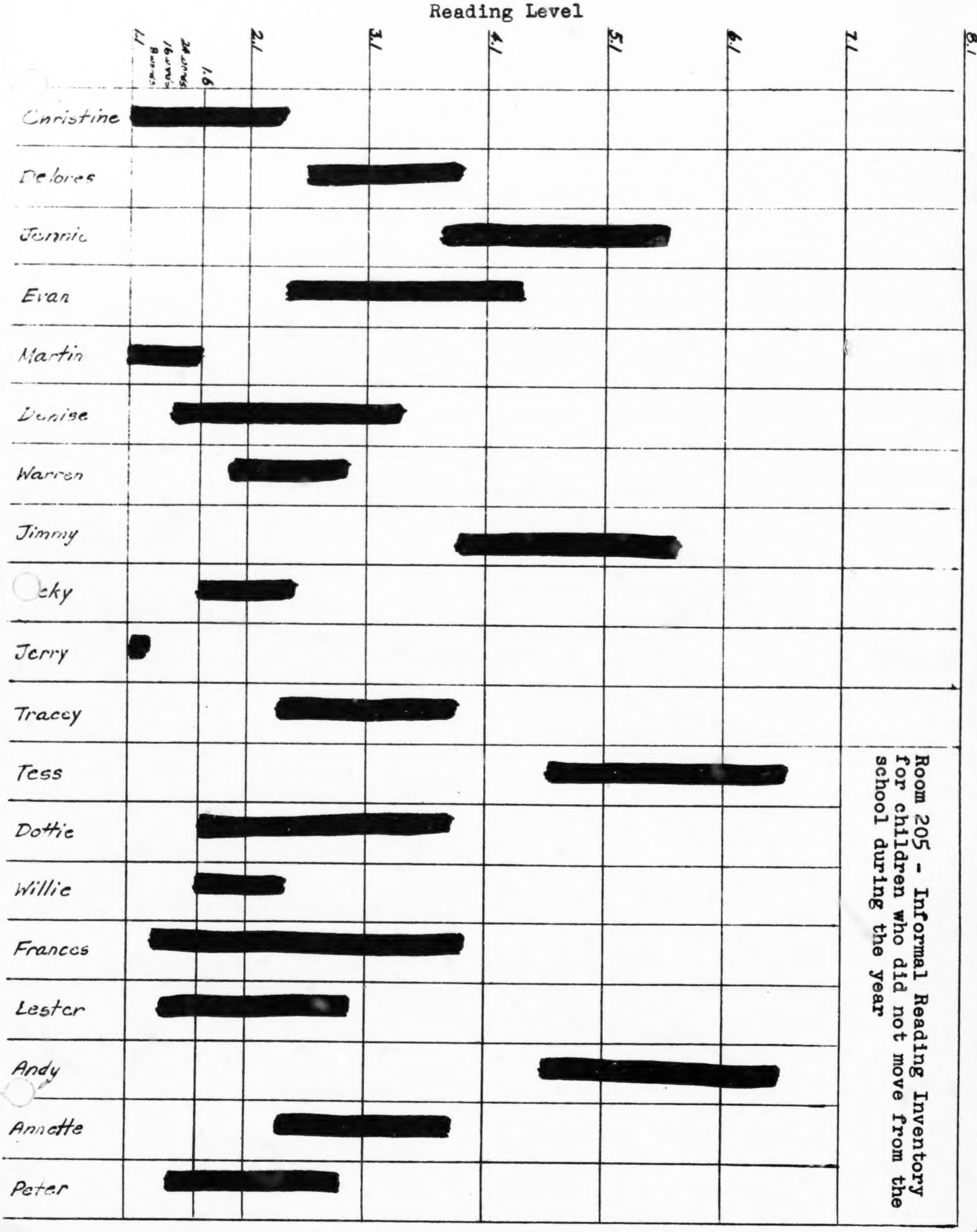
PROGRAM EVALUATION QUESTIONNAIRE *

Below are a number of statements which relate to the manner in which one participates in an educational program. Would you respond (Strongly Disagree, Disagree, Undecided, Agree, Strongly Agree) in terms of your experience in your own teacher preparation program.

SD	D	U	A	SA	Tot.	
30	52	6	12	2	102	1. My primary responsibility as a student was (is) to internalize the material designated as important by my instructors.
			40	95	135	2. I had considerable opportunity to arrange or modify the program of study (e.g. through electives) to meet my needs or competencies.
90	40	3			133	3. I have the feeling that much of what I did in my program will be of little use in the classroom.
95	36	3			134	4. I found it difficult to sustain interest in much of the work of the program.
	6	6	44	60	116	5. I felt that most of the instructors I had were concerned about coming to know me as a unique individual.
110	24			1	135	6. Considering everything, my teacher preparation program was a pretty unsatisfactory experience.
60	64	3			127	7. In my coursework I very quickly learned that it was important to "psych" out my instructors and tell them what they wanted to hear.
100	32	3			135	8. My program was essentially lock-step in nature.
2	2	24	52	25	105	9. Very little of the material of my program could have been eliminated without seriously affecting my adequacy as a teacher.
			20	120	140	10. My teacher education program, in addition to getting me certified, was a meaningful experience in and of itself.
110	24	3			137	11. I was just another nameless face to most of my instructors.

* Scores reported are weighted scores. That is, the numbers in the boxes represent the number of responses to the box (N=29 for each item) multiplied by the weight(1,2,3,4 or 5) of the box. This questionnaire was marked anonymously by the students.

SD	D	U	A	SA	Tot.	
115	20	3			138	12. There was little about my program that would lead me to say it was an outstanding one.
			32	105	137	13. There was much importance attached to developing my own ideas and positions in most of my courses.
5	2		28	80	115	14. My teacher education program did not seem to assume every one enrolled in it needed the same courses and experiences.
75	56				131	15. During the course of my program I often found myself asking, "What possible use could this stuff have"?
80	52				132	16. My participation in my program was really at a very shallow level.
		3	60	65	128	17. During the program, my relationships with faculty and other students were generally warm and personal.
		21	32	70	123	18. Generally, my program did quite an adequate job of getting me ready to enter the classroom.
			32	105	137	19. Consistent with the movement toward self-direction in education, in my program I generally was expected to set my own goals and evaluate my own progress, using the instructor primarily as a resource.
65	48	9		1	123	20. I wish there had been more flexibility in determining which courses and experiences were included in my program.
2	6	15	48	35	106	21. There was little irrelevancy in my courses.
2		3	32	90	127	22. In addition to preparing me to teach, my program also contributed to my development as an individual.
80	44			2	126	23. Because of the impersonalness of the program, the people in it tended to remain strangers to each other and to the faculty.
		3	32	100	136	24. If a friend were thinking of entering the program I came through, I would certainly encourage her.



Room 205 - Informal Reading Inventory for children who did not move from the school during the year